DOCUMENT RESUME

ED 288 006	CE 048 796

AUTHOR	Brysgel, David
TITLE	Cooperative Work Education in Diversified Occupations. General Related Curriculum Guide.
INSTITUTION	Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE	Jun 87
NOTE	243p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Basic Skills; Behavioral Objectives; Career Development; Communication Skills; Consumer Education; *Cooperative Education; Employee Responsibility; Entrepreneurship; Human Relations; *Instructor Coordinators; Job Search Methods; Labor Legislation; Leadership Training; Learning Activities; Legal Responsibility; Lesson Plans; Money Management; Occupational Safety and Health; *On the Job Training; Self Evaluation (Individuals); Sex Stereotypes; Technological Advancement; Unions; *Vocational Education
IDENTIFIERS	*Connecticut; *Related Subjects Instruction

ABSTRACT

This guide is intended as a working document for coordinators of cooperative work education in diversified occupations. It contains materials for use in providing students with general classroom instruction concurrent with on-the-job training. The following topics are covered in the individual units in the first-year curriculum: the cooperative work education program, self-assessment, methods of researching career opportunities, preparation for employment, adjustment to a job (Connecticut labor laws concerning minors, apprenticeable occupations, and work adjustment), occupational safety and health, ways of eliminating sex stereotyping, steps in developing a training plan, human relations, communication skills, and job advancement. The second-year curriculum includes units on the following topics: occupational safety and health, strategies for living with technology, our economic system, consumerism, investment for the future, adult responsibilities, organized labor, entrepreneurship (business plans, management, taxes, legal aspects, recordkeeping, and safeguards), leadership training, employee rights and responsibilities, and postsecondary training. Each unit contains some or all of the following: unit title, time allotted to complete the unit, unit overview, unit outline, performance objectives, student learning activities, competencies to be mastered by completion of the unit, related vocabulary, information sheets, handouts, and student assignment sheets. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CT8713301

ED288006

State of Connecticut

Cooperative Work Education in Diversified Occupations

General Related

Curriculum Guide

CONNECTICUT
COOPERATIVE WORK EDUCATION—DIVERSIFIED OCCUPATIONS
CWE-DO

CE 048796

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

V Pichanick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COOPERATIVE WORK EDUCATION
DIVERSIFIED OCCUPATIONS

GENERAL RELATED CURRICULUM GUIDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

BUREAU OF VOCATIONAL SERVICES

HARTFORD, CONNECTICUT

PREPARED BY

DAVID BRYSGEL
PROJECT DIRECTOR
MANCHESTER PUBLIC SCHOOLS

THIS PROJECT WAS SUPPORTED BY FUNDS MADE AVAILABLE

TO CONNECTICUT THROUGH P.L. 98-524

ALL OPINIONS EXPRESSED REFLECT THE VIEWS OF THE AUTHORS AND ARE NOT

NECESSARILY THOSE OF THE STATE DEPARTMENT OF EDUCATION

JUNE, 1987

PREFACE

This guide has been prepared as a working document for Cooperative Work Education in Diversified Occupations (hereinafter CWE/DO) coordinators. It is meant to be an open-ended instrument which will permit the insertion of materials which individual teacher-coordinators have found to be effective. It is designed to assist the CWE/DO coordinator in providing students with the general related classroom instruction which is taught concurrently with on-the-job training.

The intent of the course outline is to suggest areas which may be covered in general related instruction. The pages immediately following each major topic or unit list performance objectives that are coordinated with learning experiences, and the resources needed to provide those learning experiences. We have also included the competencies that each student should master upon completion of each unit. They are drawn from Connecticut's Common Core of Learning which was recently adopted for use in our public schools. This will emphasize the development of "basic skills" through the classroom phase of Cooperative Education.

It is recommended that the list of competencies be distributed to each student during the orientation. As each skill is mastered, the teacher-coordinator should check them off and sign this record of accomplishment which can be given to each student upon completion of the program.

COOPERATIVE WORK EDUCATION/DIVERSIFIED OCCUPATIONS

GENERAL RELATED INSTRUCTION CURRICULUM GUIDE

PROJECT STAFF

Authors

David Brysgel - Project Director
CWE/DO Teacher Coordinator
Manchester Public Schools

Anthony Antonelli - CWE/DO Teacher Coordinator
North Haven High School

Robert Brennan - CWE/DO Teacher Coordinator
New Milford High School

Richard Ferranti - CWE/DO Teacher Coordinator
Manchester High School

Richard Harvey - CWE/DO Teacher Coordinator
Torrington High School

Greg Zinck - CWE/DO Teacher Coordinator
Windsor High School

Support Staff

Gail Berzenski - Clerical Aide and Typist

Michelle DiGregorio - Typist

Anthony Milano - Printing

Bonnie Spencer - Proof and Sex Equity Review

Bruce Dardick - Consultant CWE Programs
Connecticut Department of Education

Table of Contents

First Year Curriculum Outline

	Page
Cooperative Education Philosophy	1
Course Description	2
Student Achievement Record	3
Unit I - Orientation	7
Information Sheet - CWE Description	9
Benefits of Working	12
Student Agreement Form	13
Class Participation Determination	14
Related Vocabulary	15
Training Agreement	16
Work Experience Progress Report	17
Unit II - Self Assessment	18
Self Assessment Career Planning Test	21
Self Assessment Career Planning Exercises	22
Unit III - Researching Career Opportunities	25
Career Profile Report Opportunities	28
Unit IV - Preparation for Employment	31
Information Sheets, Job Seeking	37
Resume Development Quiz	42
Unit V - The Interview	43
Interviewing Informational Handouts	47
Interview Evaluations - National V.I.C.A.	50
Unit VI - Adjusting to the Job	53
Connecticut Labor Laws Concerning Minors	56
Apprenticeable Occupations	70
Work Adjustment Informational Sheets	72

Unit VII - Occupational Safety and Health 76
Safety and Health Resources 79
Safety and Health Informational Handouts 81
Unit VIII- Eliminating Sex Stereotyping 88
Unit Informational Handouts 90
Unit IX - Developing the Training Plan 95
Sample Training Plan Overview 97
Sample Training Plan Format(s) 98
.Record Keeping Forms for Job Duties and Tasks 100
Job Description, Samples 106
Training Station/Job Manual Project 108
Unit X - Human Relations 110
Human Relations Informational Handouts 114
Unit XI - Communication Skills 122
Communication Skills Handouts 125
Unit XII - Job Advancement 130
Job Advancement Quiz 133
Job Advancement Informational Sheet 134

Table of Contents

Second Year Curriculum Guide

Unit I - Orientation 140

Unit II - Occupational Safety and Health 142

Occupational Safety and Health Vocabulary 145

Dangers in the Workplace - UAW 146

Unit III - Living with Technology 150

Living with Technology Suggested Reading 153

Living with Technology Vocabulary 155

Unit IV - Our Economic System 156

The Economy (Informational Handout) 159

Unit V - Consumerism 160

Consumerism Related Vocabulary 163

Life Insurance Quiz 164

Auto Insurance Quiz 165

Budgeting Worksheet 166

Unit VI - Investment for Your Future 167

Investments Quiz 171

Unit VII - Meeting Your Adult Responsibilities 172

Taxpayers Rights Quiz 176

Unit VIII- Organized Labor 178

Organized Labor Vocabulary 182

Organized Labor Vocabulary Test 183

Unit IX - Becoming an Entrepreneur - Introduction 185

Becoming an Entrepreneur - Business Plan 186

Becoming an Entrepreneur - Management 192

Becoming an Entrepreneur - Taxes 194

Becoming an Entrepreneur - Legal Aspects 195

Unit IX (Continued)

Becoming an Entrepreneur - Record Keeping 197

Becoming an Entrepreneur - Safeguards 198

Entrepreneur Informational Handouts 198

Entrepreneur Student Outline 202

Unit X - Leadership Training 205

Business Meeting Roleplay Script 209

V.I.C.A. Leadership Training 214

Unit XI - Employee Rights and Responsibilities 221

Employee Rights - Case Examples 224

Unit XII - Post Secondary Training 227

COOPERATIVE WORK EDUCATION PHILOSOPHY

A basic goal of virtually every school system is to prepare their students for a productive life after graduation. The basic concept is that education should never be thought of as terminal, but as a lifelong process. Because of the complexity of the world of work and the uniqueness of the individual student, there are different schools of thought as to how this goal can be best achieved.

One group advocates a basic skill development approach, that schools should develop strong academic skills in language, writing, math and the other academic areas so the students will have the solid foundation for later technical training. The responsibility for vocational training is placed upon the employers using their own equipment and personnel. Proponents support this philosophy with the argument that an average person may change careers five to seven times in their lifetime and an individual needs basic not technical skills.

Another group feels students should have specific employable skills upon graduation. Students should take their core of required academic subjects, but use their electives to take "skill" subjects. A student should also be allowed to substitute certain electives for required subjects to further develop their skills (i.e. accounting for math or nursing for science). They argue that many students need to see the relevance or relationship of their subjects in order to be motivated to do their best to learn them. Since most skills are inter-related and can be transferred to a related occupation, a student is not locked into one area. They can always apply both their personal skills and experience and technical skills to other areas. (i.e. typing to data entry and machine operation to computer operation/repair)

The Cooperative Education Program provides a balance between these two schools of thought. Basic skills are taught and the need for them is emphasized by students as they study the related curriculum. Through their practical work experience, students must apply these skills in the actual setting of the workplace. Oral, verbal and written skills are used and reinforced and further developed under the dual supervision of the teacher-coordinator and the cooperating employer. Students quickly see the need for an education and the relationship between success and additional and continuing education.

Cooperative Education is not only a vocational program but a method of learning. It provides sutdents with the opportunities to develop an occupational goal and a plan to achieve that goal. Students learn by the practical application of their skills in the most realistic of settings, the workplace. After a normal day of classes at their local high school, their school day continues at work. They learn the most valuable of all lessons, that learning doesn't end with the final bell but is a lifelong process.

Course Description

Cooperative Education involves a two phase program of instruction. The classroom phase meets a specified number of periods per week, usually three to five, at a local high school. The instruction is of two types, general and specific related. General instruction is that which is helpful for all students regardless of their occupational goal. It makes up the vast majority of CWE/DO instruction. It includes all the activities involved in identifying the students occupational goal, implementing the employment plan to achieve that goal and in learning how to develop on the job. The emphasis is upon personal and professional development. Specific related instruction helps the student develop those skills needed for their particular occupation. Activities include developing the training plan, job description and occupational job manual. It can also include guest speakers, field trips and the use of materials provided by the students cooperating employer for classroom use.

The work phase involves practical on-the-job experience with a cooperating employer. The student has the dual role of being a paid employee of the employer while also being in the work class earning a grade, a graduation credit.

Program Goal

The primary goal of Cooperative Education is to help students identify and achieve their occupational goals. The program gives students the instruction, information and experience to establish realistic goals for themselves. It also provides the opportunities to achieve those goals through a planned program of classroom instruction and practical work experience.

The specific course objectives are numerous and are listed at the beginning of each unit.

STATE OF CONNECTICUT

COOPERATIVE WORK EDUCATION DIVERSIFIED OCCUPATIONS

Upon completion of this year of instruction, students will be able to:

Orientation: Completed

1. identify program policies and procedures ________
2. identify the reasons that people work ________
3. complete the necessary forms and agreements to establish themselves ________
4. establish a folder containing all needed forms, classwork and documents ________
5. define all of the related vocabulary terms ________

Self Assessment

1. identify their employment values and complete a profile form ________
2. complete a self-scoring occupational interest survey and profile the results ________
3. complete a self-assessment exercise like "Hollands Self-Directed Search" ________
4. identify a tentative career objective ________

Career Research

1. complete a written report on their tentative career goal using the school library as the primary resource ________
2. interview someone who is employed in the same area as the student's tentative career goal ________
3. deliver an oral report on the student's research to their class ________
4. complete an occupational profile report on two related occupations ________

Preparation for Employment

1. identify the most common sources of employment leads for their selected occupation ________
2. complete a pre-employment test that is used by an employer ________
3. accurately complete at least two different employment applications ________
4. write an employment cover letter or letter of application ________
5. write a resume or personal data sheet ________

The Interview

1. identify the related vocabulary ________
2. participate in a simulated employment interview ________
3. interview a fellow student for a job ________
4. write a follow up letter to an interviewer ________
5. prepare the supporting documents or employment portfolio necessary for a successful interview ________

Adjusting to the Job

1. identify the common labor laws that apply to a student employee ________
2. complete all the forms required of the average new employee ________
3. identify the most common adjustments a new employee must make to complete their probationary period ________
4. complete a report on their new training station ________
5. identify the company rules and policies and explain the reasons for them ________

Student Achievement Record

Occupational Safety and Health

Date Completed

1. State several reasons why safe work habits are needed at work and home ________
2. Identify the personal protective item that will provided protection against given dangerous substances and conditions. ________
3. Describe potentially hazardous situation their workplace prescribing a safe practice for each. ________
4. Identify the five major factors that contribute to accidents. ________

Eliminating Sex Stereotyping

1. Define sex equity. ________
2. Identify at least three areas that need to work harder to eliminate sexual stereotyping. ________
3. Identify current sex equity legislation. ________
4. Define sexual harassment in the workplace. ________

Developing a Training Plan

1. Maintain a weekly record of job tasks and responsibilities. ________
2. Write a narrative job description. ________
3. Develop a comprehensive training plan outlining all major tasks performed on the job. ________
4. Develop a job occupational manual for their respective training station. ________

Human Relations

1. State the difference between positive and negitive attitude. ________
2. Given a number of actions, identify them as positive or negative. ________
3. Explain an effective procedure to resolve a conflict with a co-worker. ________
4. Identify the five most important expectations of their employer. ________
5. Utilize the scientific problem solving technique to develop the most logical solution to a given problem. ________

Communication Skills

1. Identify the strategies towards the development of effective listening skills. ________
2. Demonstrate effective speaking skills by making an oral presentation to their class. ________
3. Write a business letter including all eight standard parts. ________
4. Write a memo. ________
5. Write a report on a given topic. ________

Job Advancement

1. Identify at least five expectations a student has of their employment. ________
2. Identify five practices that would help to earn a promotion. ________
3. Understand the various forms of employee compensation. ________
4. Know how to use an employee evaluation for professional development. ________

STUDENT ACHIEVEMENT RECORD
COOPERATIVE WORK EDUCATION DIVERSIFIED OCCUPATION
SECOND YEAR STUDENTS

UPON COMPLETION OF THIS YEAR OF INSTRUCTION, STUDENTS WILL BE ABLE TO:

Orientation: Date Completed

1. Establish a folder or portfolio containing current records of both work and classroom progress.
2. Develop an updated training plan.
3. Develop an updated job description.

Occupational Safety and Health

1. Learn at least five new but common occupational hazards.
2. Identify the most common occupational illnesses.
3. Identify the most effective protective measures and equipment needed to protect a worker.
4. Study a case history of an employee exposed to a life threatening substance.
5. Identify the Federal laws that pertain to toxic waste.

Living with Technology

1. Describe the effect changing technology has had upon their particular job within the past five years.
2. Identify several ways computers have influenced their life.
3. Uderstand the vocabulary associated with computers.
4. Describe the work performed by and the requirements to enter computers.
5. Describe the work performes by and the requirements to enter robotics.

Our Economic System

1. Identify economic issues that can affect employment in their community.
2. Know the effect excise taxes have on the price of a car.
3. Give the arguements for and against increasing the minimum wage.

Consumerism

1. Establish a budget which identifies future expenses and projects the income needed to meet them.
2. Identify some fradulent business practices.
3. Identify a government agency which helps to protect the consumer.
4. Complete an automobile accident report.
5. Define the various types of auto insurance.

Investments in your Future

1. Identify common banking services.
2. Write a personal check.
3. Complete an application for credit form.
4. Recognize the respective benefits of investing in stocks, bonds and savings accounts.

Meeting Your Adult Responsibilities

1. Describe their rights and responsibilities as taxpayers.
2. Complete a 1040 form.
3. Identify the major Federal and State taxes.
4. Uderstand the purpose of The Social Security Administration.

Organized Labor

1. Identify several unfavorable working practices or conditions.
2. Define the vocabulary associated with organized labor.
3. Describe the contract negotiation process.
4. Write a simple labor agreement.

Upon completion of this unit, each student will be able to:

Entrepreneur

completed

1. Identify the skills needed to start your own business. ________
2. Develop a plan for starting the business. ________
3. Develop a tenative budget for expected start up costs. ________
4. Write an employee handbook for the new business. ________
5. Develop a loss prevention program for the business. ________

Leadership Training

1. Identify the differences between power and authority. ________
2. Identify the most common qualities found in successful leaders. ________
3. Participate in a business meeting. ________
4. Recognize the different types of leadership. ________

Employee Rights and Responsibilities

1. Develop a smoking policy for the students workplace. ________
2. Identify the labor laws that protect the workers employment rights. ________
3. Develop a dress code for the students workplace. ________

Post Secondary Training

1. Develop a post-graduate plan that would achieve the students occupational goal. ________
2. Identify the training opportunities available through the military that are related to the students goal. ________
3. Identify a college program which would prepare the student for their occupational goal. ________

Unit I: Orientation

Time Allotment: 1 week

Overview:

This unit is designed to acquaint the student with the concept of Cooperative Education. Co-op students must accept the fact that their work is part of their school program and not a personal activity. Students must learn the many advantages and benefits of Co-op to themselves, their school, and employer, and more importantly the rules and policies that must be followed to earn these benefits.

Unit Outline:

- I. Definition of Cooperative Education
  - A. Background and Guidelines
  - B. Benefits of Participation
    - 1. Student
    - 2. Employer
    - 3. School
  - C. Policies and Rules of Cooperative Education
    - 1. Information Sheet
    - 2. Student Agreement
    - 3. Training Agreement
  - D. Benefits of Working
    - 1. Why people work
      - a. Financial
      - b. Social
      - c. Personal
  - E. Student Folder
    - 1. Weekly Work Activity Report
    - 2. Related Job Problems Activity Guide
    - 3. Curriculum Competency Check List
    - 4. Weekly Listing of Job Duties
    - 5. Training Plan

Performance Objectives:

Upon completion of this unit each student will be able to:

1. explain the differences between Cooperative Education Training and a personal part-time job.
2. list five ways a student benefits by participating in a state approved Cooperative Education Program.
3. give three major reasons that motivate someone to work.
4. establish and maintain a folder that contains all of the forms necessary to maintain his/her status as a Cooperative Education Student.
5. develop a schedule of reporting their hours, duties, job related problems and learning experiences to their teacher.

Student Learning Activities:

1.	Complete student information data sheet	Teacher supplied form
2.	Read Chapters 1 and 2 about Cooperative Education program	Text - From School to Work
3.	Participate in a discussion on the benefits of Cooperative Education	Teacher supplied information form
4.	Read an informational article about the reasons people work	Teacher supplied informational article
5.	Read and sign a student agreement form (contract)	Appendix
6.	Define the related vocabulary	Related vocabulary form
7.	Establish a student folder	Supplied folder
8.	Record all hours worked the previous week on Work Activity Form	Work Activity Report Form
9.	Record any job related problems	Notebook
10.	Have a discussion on job related problems	Role play or student situations
11.	Record the duties and responsibilities of each student's work (Training Station)	Training Plan Form
12.	Maintain a daily log book	Notebook

Competencies Mastered by the Completion of this Unit:

1. Develop a sense of personal effectiveness and belief in their ability to contribute to their community.
2. Experience the pride of accomplishment that results from hard work and persistence.
3. Act through a desire to succeed rather than a fear of failure while recognizing that failure is a part of everyone's experience.
4. Assume the primary responsibility for identifying his/her needs and setting reasonable goals.
5. Initiate actions and assume responsibility for the consequences of those actions.
6. Demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

Related Vocabulary

Cooperative Education
Work Study
Diversified Occupation
Training Agreement

Student Agreement
Training Plan
Training Station
Work Activity Report

COOPERATIVE WORK EXPERIENCE - DIVERSIFIED OCCUPATIONS

CWE/DO

Cooperative Work Education - Diversified Occupations is a student centered work experience involving cooperation between the school and selected employers of the community. The program includes both academic and work oriented instruction in the classroom and on the job. The community serves as a laboratory where carefully planned practical experience can be gained concurrently with the classroom learnings. Close supervision is provided by a teacher - coordinator and counseling services are available through the high school guidance department. The programs objective is to help a student form an occupational goal and receive the experiences to achieve it.

CWE courses can be elected as an integral part of a planned academic program and credit toward graudation can be earned in both the classroom and the work phases of the program. The courses are designed primarily to prepare students for successful transition from school to the world of work.

The general emphasis of the program is to provide occupational experiences for the students in a variety of careers. The school remains the responsible agency for the educational progress of each CWE student. The in-school learning is extended into the community which more effectively provides an occupational environment conducive to successful career exploration and decision. CWE has been been available in many schools as a two-year program.

TYPICAL DAY: For each participant in CWE, the day is divided into a classroom phase and a work-experience phase. The student usually attends school about five hours and reports to his/her work station about 3 or 4 hours each day. Specific scheduling, work placement and career experiences are identified for each student to more adequately meet his/her unique educational needs.

CLASSROOM PHASE: Each participant is required to take a related course in cooperative occupational education which meets daily with the CWE teacher-coordinator. Principles which are fundamental to success on any job are presented in a logical, easy to comprehend manner. Information concerning a wide spectrum of career opportunities is presented and self-assessment of aptitudes and interests are encouraged. Specific related training plans are developed cooperatively by the student, employer and teacher to help each student master concepts and skills required on his particular work station. The student receives one-half credit for the successful completion of each semester of classwork or one credit per year.

WORK EXPERIENCE PHASE: The work station provided in the community by a cooperating employer is an integral part of the student's total educational experience. The focus is on valid learning experiences and the development of personal and professional skills and not on the provision of work for compensation.

The student reports to his/her work station the hours agreed upon by their teacher-coordinator and the employer. He/she is paid by the employer for this work at a minimum wage, or more if he/she develops skills or value to the employer or if union policies dictate a higher level of pay. Any fringe benefits depend upon the employer's policy. The student receives credit for the successful completion of the work experience phase which is one credit per year in most programs.

CWE/DO STUDENT'S RESPONSIBILITIES

1. It is the responsibility of each CWE student to be sure that his/her total school program includes the necessary balance of academic credits and classes to earn sufficient credits for graduation.
2. CWE is an integral part of the school program, therefore, if a student is suspended from school, he/she will not report to his work station until the school suspension is lifted. This has extremely serious implications in the work experience phase of the CWE program. This could result in the loss of the student's job and loss of credit toward graduation; therefore, CWE students are urged to avoid conduct that could result in suspension.
3. School commitments such as "make-up" must be honored. The teacher-coordinator will work with the school administrators or other faculty members to arrange this in a way that is not detrimental to the employer but, again, students are encouraged to abide by all standards and policies established by the school.
4. Each CWE student must report to his/her work station if present in school. If absent from school, he/she must not report to the work station without special permission. An excessive number of unexcused absences from either school or work stations may result in his/her losing credit and being dropped from CWE.
5. He/she must maintain an acceptable standard of work in his/her training area.
6. He/she must abide by the standards set by his/her employer. He/she is expected to follow the dress code specified by his/her employer.
7. He/she must report to his/her work station on time. If unavoidably detained, the employer must be notified.
8. Each CWE student must keep his/her teacher-coordinator informed of any change in their academic or work situation. A written weekly report of daily activities may be required by the teacher-coordinator.

COOPERATING EMPLOYER'S RESPONSIBILITIES

1. The employer will provide supervision and training at the work station.
2. The employer will try to develop the student as a productive employee, and will provide as many learning experiences as possible, so that the trainee may gain a broad understanding of the job requirements.
3. The employer will report any tardinesses or absence to the office of the Occupational Coordinator or the teacher-coordinator.
4. The employer will communicate frequently with the CWE teacher-coordinator regarding the student and any action regarding the student should be mutually agreed upon by the employer and the coordinator. If a student is discharged, this should be done through the coordinator.

5. The employer will submit written reports of evaluation of progress at least four times a year. This report, which will help determine the student's grade, can include the following:
   Quality and quantity of work; attendance, ability to follow directions; interest in work; ability to accept criticism and suggestions; cooperation; neatness, cleanliness, dress and attitude.

6. The employer is encouraged to submit to the Occupational Coordinator, as well as the teacher-coordinator, any suggestions that will result in a better educational opportunity for the student or more efficient functioning of the Cooperative Occupational Education Program.

TEACHER COORDINATOR'S RESPONSIBILITIES

1. The teacher-coordinator functions as a professionally qualified member of the school faculty and conducts the classroom phase of CWE, coordinating this with the work experience wherever possible.

2. He/she is liaison between school, home and community and must at all times attempt to coordinate them in a way that is educationally beneficial to the CWE student.

3. The teacher-coordinator encourages CWE students to become completely familiar with the student handbook and to avoid conduct that may interfere with successful fulfillment of CWE program responsibilities.

4. The teacher-coordinator will cooperate with school administrators and other faculty members to resolve CWE student's in-school problems.

5. The teacher-coordinator screens the work station and assigns the student to his work station. He/she takes into account the career objective of the individual student in making the job placement. He/she makes any adjustments necessary in this placement.

6. The teacher-coordinator communicates frequently with the employer regarding the progress and quality of work of the student. He/she resolves any problems between the student and the employer.

7. The teacher-coordinator supervises the student at his work station by frequent and regular contacts with the student while he/she is on the job.

8. The teacher-coordinator meets with the employer to evaluate student progress for quarterly grades and transmits these to student report cards.

9. The teacher-coordinator is involved in any change in the student's work station and if the student is to be discharged, the coordinator performs this task and seeks another job station for the student if this is deemed advisable.

10. The teacher-coordinator will be available and "on call" to the employer or student at the work experience station at all times.

A BACKGROUND FOR THE WORLD OF WORK

What is a Job Economy?

The United States has become a nation of employees. Ninety-two percent of the 110 million employed persons in the nation's labor force are employees. They work as employees in business, industry and government. The other eight percent are self-employed, owning their own business. Five-sixths of all workers are employed in business and industry. The other sixth are government employed, Federal, State or local. This job economy is the resultant of extensive industrialization and urbanization.

Early in the nation's history we were a nation of farmers. Later we were small shopkeepers and artisans and tradeworkers. As the country became more industrialized and more urbanized, self-employment declined. Working for someone else as an employee increased significantly. The job became the most important economic activity in the lives of most Americans. Consequently, preparing for a job through education and training, find a job, keeping a job, and moving to a better job became crucial matters for an ever growing number of Americans.

The Benefits Accruing to the Individual Through a Job

The job has become a very valuable piece of property for the individual who possesses a job. The job provides an impressive array of economic, sociological and psychological benefits.

Economic Benefits

There are economic rewards provided by the job. In addition to providing income wages or salaries, the worker has access to retirement and social security benefits upon retirement. During periods of unemployment, workers are generally eligible for unemployment insurance. If injured or accidentally killed on the job, a worker or their estate is covered by Workmen's Compensation. Most establishments also provide life and hospitalization insurance. There is paid leisure time such as holidays, vacations and coffee breaks. An extremely important benefit is the educational and training opportunities provided by the job and by the employer. Most persons learn their skills while on the job. The employer's firm has become an educational and training institution where individuals acquire worth for their skills while learning and performing. Moreover, many firms provide opportunities for growth and upward mobility.

Sociological Benefits

The job provides status. Without a job the individual is tagged lazy, non-productive and in some instances a bum. The job gives identification to the individual. For example, he/she is an engineer, a management executive or an accountant. If not identified through an occupation, the worker identifies themself through their employer. For example, he/she works for The Ford Motor Company or The National Bank or Hudson's Department Store. The job in most instances enables the individual to have a positive self-image. It helps to develop important social skills, an ability to communicate and self-confidence. He/she is worth something to some employer. It also is a means of meeting others. Many of our friends are from meeting and working with them.

STUDENT AGREEMENT

Cooperative Work Experience/Diversified Occupations

The cooperative education program seeks to further the all-around development of each student. It is unique in offering out of school training as part of the students overall academic program. In order to make the program fully effective, each student must agree to fulfill the following responsibilities.

1. To have regular attendance in both of my cooperative classes in school and work experience.
2. To be on time to my school and work class.
3. To understand that the amount of credit I earn for the work phase is based upon the number of weeks I work and if I've had regular school attendance.
4. There will be no credit allowed for any work performed on days I did not attend school unless approved in advance. When I lose credit for non-attendance to my COEP class, I will also lose my work credit.
5. To understand that I must consider my work a MHS Cooperative Education class in order to earn graduation credit. This requires regular reporting of all work activity, employment with a cooperating employer and regular attendance.
6. To carry out training on the job in such a manner that I will be a credit to myself and to the Cooperative Education Department.
7. To do all classroom and/or homework assignments for the related class to the best of my ability.
8. To realize that an early release for work is a privilege awarded only when both the teacher and employer agree it is necessary in order for you to receive the best possible on-the-job training.
9. To behave maturely on the job as well as at school. (Not to eliminate their job because of unacceptable behavior.)
10. To pay all normal fees and charges necessary for class activities such as employer appreciation recognition banquets and field trips.
11. To avoid activities that would lead to detention, suspension, or expulsion.
12. To consult the teacher-coordinator about any difficulties on the job, and to make no changes without such consultation.

STUDENT DATE TEACHER DATE

Determination of Class Participation Grade

Class participation is your ability to work as part of a group. It includes the areas listed below and represents your demonstrated human relations ability in this class. The ability to work with others, supervisors and co-workers or in this case teacher and fellow students, is essential to job success. Studies show that over 80% of those loosing their jobs do so from their inability to work effectively with others.

To emphasize its importance, your class participation grade will be one-third of your quarter grade. Below is an opportunity for us to communicate our respective expectations and behavior.

Complete the worksheet giving what you feel are the maximum earned points for each item. It will be returned with the actual points, total and letter grade earned for the quarter.

Item	Maximum Points	Student Score	Actual Score
Attendance - You can't participate unless you are in class regularly	10	____	____
Tardiness - Our handbook states you should be in your seat ready for class at the bell. Do you stay in class or need to use the lav?	10	____	____
Interest - Do you show interest in class? Do you pay attention to the person speaking (teacher, student, video or guest)?	20	____	____
Class Contributions - Do you ask questions or answer them fully when asked?	20	____	____
Contributions - Do you volunteer information or bring in material for discussion?	20	____	____
Self-Discipline - Does your behavior ever disrupt the class environment or concentration of others?	10	____	____
Preparation- Do you come prepared to work and learn? Do you complete your work on time?	10	____	____
TOTALS		____	____

Student's Name ______________________________ Participation Grade _______

Comments: ____

____

____

STUDY GUIDE - COOPERATIVE EDUCATION

Related Vocabulary

Training Station	- This is the name of the company where you are employed as a student trainee.
Student Trainee	- A term to describe a student participating in a cooperative work program.
Cooperative Education	- A vocational training program that involves both related classroom study and on the job work experience.
Work Study	- A school program that allows students to gain work experience but does not have a related class.
V.I.C.A.	- Vocational Industrial Clubs of America - The vocational youth club that promotes the study and interest in your occupation through competitive events with students from other schools.
Teacher Coordinator	- The teacher who conducts the related class and indirectly supervises your work experience.
Training Agreement	- The contract or agreement under which the cooperative education students work is legally considered a Manchester High School class.
Related Class	- The in-school class that you must take in order to receive work credit.
Training Plan	- This is a chronological list of the different tasks or things you are expected to learn through your work experience.
Tax Credit	- A sum of money (usually $300) that an employer can save off their State Business Taxes by participating as a Cooperating Employer.
Training Sponsor	- This is another term for the cooperating employer who agrees to cooperate with the school in providing training experiences for a student and considering their work as a school class.
Work Evaluation	- The "report card" that your cooperating employer completes and returns to the school to indicate how well you are doing at work.

COOPERATIVE WORK EXPERIENCE PROGRAM

TRAINING AGREEMENT

The major purpose of this program is to provide an opportunity for interested students to acquire and develop marketable and saleable skills in an area in which they have interest and aptitude. The intent of this agreement is to show the responsibilities of the student, parent, school and employer.

1. The student enters this program to learn as much as the employer can provide in the nature of job information, skill development and attitude training.

2. The student will keep regular attendance both in school and on-the-job. He/she cannot work on any school day that he/she fails to attend school, unless given express permission by the coordinator of the program.

3. A student who quits school loses his/her job immediately.

4. No student is allowed to quit his/her job without first consulting the employer and the coordinator.

5. The employer expects the student to be honest, punctual, cooperative, courteous, and willing to work and learn. The employer may discharge the student for just cause; however, the employer is requested to consult with the coordinator beforehand.

6. Pay and hours are determined by the employer. The minimum wage as required by the State Labor Department applies. Since the student starts to work during the legal school day, the school reserves the right to approve the students working hours. Working papers are required of all students under 18 years of age. Where applicable, the student may obtain them at the high school.

7. The employer is asked to inform the employees of their important role in assisting in the training of the student and the school's request for their cooperation.

8. The employer is urged to keep the student on the job at least the minimum number of hours agreed upon. In general, students would average 15 to 20 hours of work per week, but should not exceed 30 hours per week during any week that school is in session.

9. Student evaluations of job performance will be a joint effort between the employer and the coordinator four times a year. School credit will only be granted for successful completion of the program.

10. The school provides a coordinator to supervise work experience students. The coordinator will make periodic visits to observe the student and to consult with the employer.

APPROVALS

(Student)	(Employer)
(Parent)	(Coordinator)

COOPERATIVE WORK EXPERIENCE PROGRAM

Student Evaluation

Name of Student ______________________ Name of Evaluator ______________________

Employing Firm ______________________ Report is due back ______________________

Instructions: Please read carefully the explanation of points to be considered in evaluating each of the qualifications listed below. In evaluating the Cooperative Work Experience Student, place a check mark in the column that is the most applicable for each trait listed.

JOB ATTITUDES

A. Cooperation-ability to get along w/others:

- ☐ *1. Antagonist; pulls against others.*
- ☐ *2. Difficult to handle.*
- ☐ *3. Usually gets along with others.*
- ☐ *4. Cooperates willingly with others.*
- ☐ *5. Extremely cooperative with others.*

B. Initiative-tendency to go ahead.

- ☐ *1. Has no initiative.*
- ☐ *2. Takes very little initiative.*
- ☐ *3. Does just average work.*
- ☐ *4. Is fairly resourceful.*
- ☐ *5. Resourceful; does extra work.*

C. Attitude toward constructive criticism:

- ☐ *1. Resents criticism.*
- ☐ *2. Pays little attention to criticism.*
- ☐ *3. Listens to criticism.*
- ☐ *4. Tries harder after criticism.*
- ☐ *5. Changes poor work habits willingly.*

D. Courtesy:

- ☐ *1. Discourteous to others at times.*
- ☐ *2. Lacks tact in action or speech.*
- ☐ *3. Usually polite and considerate.*
- ☐ *4. Considerate and courteous.*
- ☐ *5. Very courteous and considerate.*

JOB PERFORMANCE

A. Knowledge of Job:

- ☐ *1. Has not tried to learn job.*
- ☐ *2. Takes little attention to learning.*
- ☐ *3. Learned necessary routine only.*
- ☐ *4. Knows job; needs little supervision.*
- ☐ *5. Does verv good quality work.*

B. Accuracy of Work:

- ☐ *1. Extremely careless.*
- ☐ *2. Frequently inaccurate.*
- ☐ *3. Shows average thoroughness.*
- ☐ *4. Careful; thorough and neat.*
- ☐ *5. Does work of very good quality.*

C. Work Accomplished:

- ☐ *1. Very slow; output unsatisfactory.*
- ☐ *2. Slower than average in output.*
- ☐ *3. Work generally satisfactory.*
- ☐ *4. Output is above average.*
- ☐ *5. High production; fast; efficient.*

D. Work Habits:

- ☐ *1. Wastes time; constant supervision.*
- ☐ *2. Needs close supervision.*
- ☐ *3. Usually reliable.*
- ☐ *4. Seldom wastes time; is reliable.*
- ☐ *5. Industrious; concentrates very well.*

E. Adaptability:

- ☐ *1. Can't adjust to changing situations.*
- ☐ *2. Slow in grasping ideas and changes.*
- ☐ *3. Adjusts after much discussion.*
- ☐ *4. Adjusts reaily.*
- ☐ *5. Learns quickly; adapts very well*

ATTENDENCE AND PUNCTUALITY

A. Absenteeism:

- ☐ *1. Very poor attendance.*
- ☐ *2. Not regular enough in attendane.*
- ☐ *3. Usually dependable.*
- ☐ *4. Dependable.*
- ☐ *5. Never absent except in emergencies.*

B. Tardiness:

- ☐ *1. Too many tardies to work.*
- ☐ *2. Very often tardy.*
- ☐ *3. Punctuality could be improved.*
- ☐ *4. Seldom tardy.*
- ☐ *5. Never tardy except in emergencies.*

OVER—ALL ESTIMATE OF STUDENT'S WORK: Poor Below Average Average Above Average Outstanding

Present Hourly Wage: ______________

Unit II: Self Assessment

Time Allotment: 3 weeks

Overview:

Depending upon the source, there are over 20,000 different job titles. Each one has its own educational and occupational requirements. Each offers different working conditions and opportunities. What may be the dream job for one can be a disaster for another. A logical self assessment, combined with a career exploration unit will remove most of the guesswork as a student realizes which particular area may be best for them. Their level of commitment, satisfaction, and opportunity for advancement will increase as their career values and personal needs are met by their career choice.

Unit Outline:

- I. Self Assessment
  - A. The importance of working toward a goal
    - 1. Being trained and prepared vs. unprepared
  - B. Factors considered in career planning
    - 1. Values
      - a. Values Appraisal Scale
      - b. Career Values Comparison
    - 2. Interests
      - a. Calif. Opinion Performance Survey (COPS)
      - b. OVIS
    - 3. Abilities
      - a. CAPS
      - b. ASVAB
    - 4. Personality
      - a. Temperment
  - C. Hollands Self Directed Search
  - D. Establishing a tentative goal
  - E. Establishing a career objective plan

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. understand the importance of working towards a goal by initiating a self assessment profile.
2. complete a Values Appraisal scale that will identify their most and least important values to be considered in their career goal.
3. list three different jobs which would best satisfy their career values.
4. complete and profile the results of a standardized aptitude test battery.
5. define and rate the 20 most common personality traits.
6. identify two jobs from each of the 15 career clusters.
7. identify a tentative career goal considering interests, values, abilities and background.

Student Learning Activities:

1.	Read and discuss Chapter 2 of the text *Your Career in the World of Work*.	Text - *Your Career in the World of Work*
2.	Read and complete the exercise "Before You Begin"	LAPS - Goal Setting #1 pg. 2
3.	Complete test on goals	LAPS - Goal Setting #2
4.	Complete values appraisal scale	McKnight Workbook - *World of Work*
5.	Profile results of appraisal scale	McKnight Workbook - *World of Work*
6.	Show three filmstrips on career planning	Guidance Associates series
7.	Administer interest survey	COPS or OVIS
8.	Profile results of survey	COPS or OVIS
9.	Administer several subtests of aptitude battery	CAPS
10.	Read and define common personality traits	Textbook - *Your Career in the World of Work*
11.	Have students evaluate and rate their own personalities	Teacher supplied exercise
12.	Read and discuss the USOE system of Career Clusters	Teacher handout
13.	Administer exercise identifying common careers to each cluster	Quiz
14.	Complete a career profile outline, listing the results of the different self assessment exercises	Career profile form
15.	Administer Holland's Self Directed Search	Self Directed Search
16.	Each student identifies a tentative career goal	Discussion
17.	Each student uses the OVIS computer program	Career Center
18.	Discussion about goal achievement	Teacher resources

Competencies Mastered by the Completion of this Unit:

1. Demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.
2. Demonstrate attitudes and habits that will make the individual a productive participant in economic life and a contributor to the society.
3. Recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations.
4. Appreciate his/her worth as a unique and capable individual and exhibit self-esteem.

CAREER PLANNING TEST

NAME____ SCORE__________

1. Match the terms on the right to the definitions on the left by placing the numbers in the appropriate blanks.

_____ a. Group of similar jobs; principal business in one's life
_____ b. Ability and knowledge to do a job well; ability to use one's knowledge effectively and readily
_____ c. Unit of work
_____ d. Ability to recognize own values, ambitions and goals
_____ e. Natural tendency, inclination, or ability to do a task or skill; quickness to learn or understand a particular function
_____ f. Things a person enjoys doing
_____ g. Self-belief that your abilities and feeling are consistent with what you think of yourself; liking yourself
_____ h. Personal beliefs that influence a person's decision about what is desirable and worthwhile
_____ i. Objective you plan to achieve
_____ j. Power to do a task or skill; physical, mental and legal power to perform; competence; natural talent or acquired proficiency
_____ k. Any kind of planner or responsible activity in which an individual engages with expectation of a return for efforts
_____ l. Progress of individual toward his/her occupational goal; may include variety of jobs/occupations/professions
_____ m. What you think about yourself
_____ n. Advancement toward a worthy goal
_____ o. When preparation meets opportunity

1. Career
2. Work
3. Occupation
4. Ability
5. Goal
6. Skill
7. Values
8. Productivity
9. Self-image
10. Positive self-image
11. Self-awareness
12. Interests
13. Aptitude
14. Luck
15. Success

2. List reasons people work.

a. ____
b. ____
c. ____

3. Select from the list below the benefits of setting goals by placing an "X" in the correct blanks.

_____ a. Give direction and purpose to actions
_____ b. Let person know when he/she has achieved success
_____ c. Help bring about desired conditions
_____ d. Create self-confidence by allowing person to experience a series of small successes

4. List four obstacles to career goals.

a. ____
b. ____
c. ____
d. ____

5. List three categories of jobs.

a. ____
b. ____
c. ____

6. Select from the following the true statement about how to handle loss of employment. Place an "X" in the appropriate blank.

_____ a. Release frustration by telling employer what you think
_____ b. Analyze objectively the reason for job loss

CAREER PLANNING EXERCISE

OBJECTIVE: To help you set a career goal based upon your interests, values and abilities.

RELATED VOCABULARY: Define

Cluster ______________________________
Value ______________________________
Interest ______________________________
Aptitude ______________________________
Personality ______________________________

THE POSSIBILITIES: They are identified by the U.S. Department of Labor. There are ________ thousand different jobs.

They are grouped into 15 different clusters or groups of jobs. List them:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

Values - From my values appraisal scale, the cluster that best meets my values is ____________________.

Interests - Based upon my interest survey, the cluster that is closest to my interests is ____________________.

Favorite Subjects - My favorite subjects are ________________, ________________

Experience - I have worked in or have experience in the following clusters:
____________________, ____________________

The cluster that appears most often is ____________________.

Personality - I have the following type of personality. ____________________

List five different occupations found within my cluster:

1. ____________________ 2. ____________________
3. ____________________ 4. ____________________
5. ____________________

Describe the occupation that best suits my personality: ____________________
____

What are three common duties of this occupation? ____________________
____

What are the working conditions under which people work in this area?
____

Requirements for the job - Educational ____________________
Personal ____________________

What are the prospects for advancement in this area? ____________________
____

ASSIGNMENT SHEET EVALUATE AN OCCUPATIONAL SELECTION

Once you have chosen an occupation or a broad career interest, you can determine if it is, in fact, the right choice for you!

A majority of today's workers just "fell into" the kind of work they do . . . without making any special plans. They took a job because it was "time" to get a job. Planning and careful evaluation can make the difference.

For the next 45 years or so, you'll be spending close to half your waking hours working. Much of the nonworking half will be taken up with spin-off tasks related to your job: getting ready for work, commuting to work, taking lunch breaks at work, or resting up from work.

Consider the oyster. This little shellfish has it made in absolute economic and social security. The oyster has a house--a shell--to protect it from its enemies. When hungry, the oyster simply opens its shell and food rushes in for a tasty treat.

The eagle is something else. This bird sees the blue sky as the limit. The eagle must build its own house, often on the highest mountain crag where storms threaten it every day. For food the eagle flies through miles of rain and snow and wind. This winged creature is short on security but long on freedom.

Which way of living appeals more to you--good security or high risk? Or perhaps you don't think much of either extreme and would prefer something in between the life-style of the oyster and the eagle. What you prefer is one thing. What you get depends on how wisely you choose a career. That's because the career you pick will be the number one influence on the kind of life you'll have. It's a major factor in determining:

- the kinds of friends you'll have
- how much money you'll earn
- how much you'll travel and where
- the type of home you'll be able to afford
- if you'll always be supervised by others or perhaps be your own boss some day
- what kind of car you'll drive
- how much leisure time you'll have and how you'll spend it
- the sort of person you'll marry
- where in the world you'll live
- whether you'll look forward to steady paydays

Everything you do in the future will revolve around your choice of a career. By far, your career is one of the most critical decisions facing you at this stage in your life!!!

CAREER PLANNING

ASSIGNMENT SHEET EXAMINE JOB INTERESTS

What kind of job would you like to have and how important is it to you? Indicate the degree of importance you would personally attach to each item. Check VI (Very Important), I (Important), UI (Unimportant), or VU (Very Unimportant) in the blanks to the left of each job characteristic.

VI I UI VU

___ ___ ___ ___ 1. Ability Utilization: I could do something that makes use of my abilities.

___ ___ ___ ___ 2. Achievement: The job could give me a feeling of accomplishment.

___ ___ ___ ___ 3. Activity: I could be busy all the time.

___ ___ ___ ___ 4. Advancement: The job would provide an opportunity for advancement.

___ ___ ___ ___ 5. Authority: I could tell people what to do.

___ ___ ___ ___ 6. Company Policies & Practices: The company would carry out its policies fairly.

___ ___ ___ ___ 7. Compensation: My pay would compare well with that of other workers.

___ ___ ___ ___ 8. Co-workers: It would be easy to make friends with my co-workers.

___ ___ ___ ___ 9. Creativity: I could try out some of my own ideas.

___ ___ ___ ___ 10. Independence: I could work alone on the job.

___ ___ ___ ___ 11. Moral Values: I could do the work without feeling that it is morally wrong.

___ ___ ___ ___ 12. Recognition: I could get recognition for the work I do.

___ ___ ___ ___ 13. Responsibility: I could make decisions on my own.

___ ___ ___ ___ 14. Security: The job would provide for steady employment.

Unit III: Researching Career Opportunities

Time Allotment: 2 weeks

Overview:

This unit will help the student learn about different sources of occupational information. They will learn how to group related jobs by clusters, by the common traits of the jobs and by the results of interest surveys. They will use this information to do an in-depth report on the occupation that is indicated as a potential career from unit two.

Unit Outline:

I. Exploring Careers
    A. By USOE Clusters (15)
        1. Business and office
        2. Health
        3. Marketing and distribution
        4. Personal services
        5. Manufacturing
        6. Public service
        7. Others
II. By Interest Profile
    A. OVIS
    B. COPS
    C. Kuder
III. By Worker Trait Group
    A. Protective
    B. Mechanical
    C. Business/detail
    D. Selling
    E. Others
IV. Factors to Study
    A. Skills and abilities needed
    B. Duties and responsibilities
    C. Working environment
    D. Education and training
    E. Salary and benefits
    F. Opportunity for advancement
    G. Related occupations
V. Sources of Career Information
    A. Library
        1. School
            a. Career Information Center
            b. *Dictionary of Occupational Titles*
            c. *Occupational Outlook Handbook*
        2. Public
            a. Film and video section
            b. Technical section
    B. Career Consultation
        1. Employers
        2. Connecticut Job Service
        3. Computerized guidance service

- 3. Work Experience
    - a. Shadow through school program
    - b. Volunteer or part-time job
- C. Planning for Success
  - 1. Career Planning
    - a. Short term goals
    - b. Long term goals
  - 2. Sources of Training

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. define the related vocabulary associated with career research and goal setting.
2. identify the 10 career clusters of occupations that offer the most employment opportunities in Connecticut.
3. describe at least five sources of career information available in their school library.
4. complete a research profile on an occupation that is within the career cluster of most interest.
5. identify the seven factors that should be considered when researching a career.
6. give three examples of the differences between long and short term goals.
7. identify the six sources of post graduate training.
8. give an advantage and disadvantage of each type of post graduate training.
9. write and send a request for additional career information.

Student Learning Activities:

1.	Read Chapter 3 "Researching Careers"	Text Succeeding in the World of Work
2.	Identify the ten career clusters that represent the largest number of Connecticut workers	USOE Publication "Career Clusters"
3.	Read selected pamphlets on the 15 clusters	N.Y. Life Co. 10¢ each
4.	Group occupations by interest area	Interest Profile COPD, OVIS
5.	Discuss common traits in related occupation	Teacher lead discussion
6.	Interview a fellow worker	Any full-time employee
7.	Visit the school library to locate career information	School Librarian
8.	Invite a career counselor to guest speak	Community Resource Directory
9.	Spend an afternoon visiting a workplace other than the student's employer	Chamber of Commerce
10.	Complete a career profile report on an occupation	Career Profile Report Form in appendix
11.	Give an oral report to your class on a selected career	Profile Report form

12.	Give three examples of short and long term goals	Teacher lead discussion
13.	Administer a test on goal setting	Quiz in appendix
14.	Discuss the advantages of the six common types of post graduate training	Text
15.	Invite a guidance counselor to speak on goal setting	Guidance Department
16.	Invite a military representative to discuss advance training requirements	Local Recruiting Office
17.	Complete the crossword puzzle on goal setting	Appendix

Related Vocabulary:

Dictionary of Occupational Titles (DOT)
Occupational Handbook
Humanitarian
Accommodating
Apprenticeship
Vocational School
Fringe Benefit
Profession
Trade
Vocation
Scholarship
Continuing Education

Competencies Mastered by the Completion of this Unit:

1. Consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes.
2. Identify and pursue the education and training necessary for his/her chosen career vocation.
3. Develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.
4. Assume the responsibility for identifying his/her needs and setting reasonable goals.
5. Assume the primary responsibility for identifying his/her needs and setting reasonable goals.

CAREER PROFILE REPORT

____________________ OCCUPATION

____________________ CLUSTER AREA

1. REQUIREMENTS OF THIS OCCUPATION:

____

Education - minimum amount, any special skills necessary

____

Duties and responsibilities   Daily or regular tasks

____

____

2. WORKING CONDITION OR ENVIRONMENT

Is the work performed indoors or out? ____________________
How much standing is involved? ____________________
What is the noise level? ____________________
Are there any hazards? ____________________
What are the normal working hours? ____________________

What are the average entry level earnings? ____________________

After 5 years, how much would an average person earn? ________________

What fringe benefits are normally available? ____________________

____

3. List several advantages of working in this job: ________________

____

List several disadvantages of this job: ____________________

____

What personal qualities are needed for job success? ________________

____

4. Career outlook - What will be the future demand? ________________

What are the next two higher level positions? ____________________

What are some related jobs where the skills of this area could be transferred or very useful? ________________________________

____

OCCUPATIONAL GOALS - SELF SURVEY

Directions:

This questionnaire is designed to help you explore a variety of job possibilities you don't usually think about. List a different job or occupation to fit each of the following descriptions. Then circle five jobs you would like to know more about.

A job which you:

1. could get now ______________________________
2. really want, even if it is unrealistic ______________________________
3. really don't want, ever ______________________________
4. are not "qualified" for ______________________________
5. are "over-qualified" for ______________________________
6. would like to try, just once ______________________________
7. think you could do for a long time ______________________________
8. think your parents would approve of ______________________________
9. wanted as a kid ______________________________
10. find disagreeable ______________________________
11. would do if the money were good ______________________________
12. know your parents would object to ______________________________
13. have read about ______________________________
14. think is more fitting for someone of the opposite sex ______________________________
15. think is especially fitting for someone of your sex ______________________________
16. know has poor hours ______________________________
17. have heard is easy ______________________________
18. have heard is challenging ______________________________
19. have heard is fun ______________________________
20. have heard is boring ______________________________

____
Name

Directions: Identify the best answer to each of the following questions.

1. An objective or want that you plan to fulfill is called a:

   a. desire b. goal c. need d. wish

2. Before a want can become a goal, you must be ready to:

   a. be specific b. make it personal c. take action
   d. write it down

3. Meaningful goals give you a sense of _________ in your life.

   a. accomplishment b. direction c. security d. uncertainty

4. "To obtain a job promotion" is an example of a _________ goal.

   a. career b. personal c. physical d. social

5. Goals which normally take a year or more to achieve are referred to as _________ goals.

   a. immediate b. intermediate c. long-term d. short-term

6. _________ goals are normally set for a day, week, or month.

   a. immediate b. intermediate c. long-term d. short-term

7. Who has the power to establish goals for you?

   a. Parents b. Teachers c. Only you
   d. All of these answers are correct

8. Suitable goals depend heavily upon self-_________.

   a. adoration b. confidence c. consciousness d. understanding

9. The motives for your behavior stem from your own:

   a. interest b. needs c. values d. all answers are correct

Unit IV: Preparation for Employment

Time Allotment: 5 weeks

Overview:

Before students are ready to interact with perspective employers during a job interview, there are a variety of experiences that they should have. It is the intent of this unit to provide background activities that will prepare the job applicant with pertinent career information and the self-confidence needed for a successful job interview. The fact-finding interview experiences recommended in this unit will serve two purposes: securing accurate information and just as importantly, introducing the student to the adult work community in a non-judgmental manner. This, hopefully, will lead to the growth in self-confidence that will be needed for their formal job interview.

Unit Outline:

- I. Identify Prospective Employers
    - A. Trade periodicals
    - B. Labor unions
    - C. Division of Employment Security
    - D. Yellow pages
    - E. Help wanted ads
    - F. Published directories
        - 1. Dun & Bradstreet
        - 2. Manufacturing Directory
        - 3. Thomas Register of Manufacturers
        - 4. Friends, relatives and associates
- II. Fact Finding Interviews
    - A. Interview workers (in area of student's career interest)
        - 1. Background required for job entry
        - 2. Observe skills used
        - 3. Evaluate work environment
        - 4. Relationships among workers
        - 5. Hierarchy within department and company
        - 6. Physical demands of job
        - 7. Future demands and needs for occupation
    - B. Sharing career plans/ideas
        - 1. With worker being interviewed
        - 2. Evaluate readiness for job entry
- III. Five Year Career Plan
    - A. Immediate educational needs for meeting job entry requirements
    - B. Present skill levels
    - C. Projected educational and skill needs during the first five years of employment
- IV. The Resume
    - A. Arrangement/sequencing
        - 1. Chronological
        - 2. Functional

- B. Parts
    - 1. Career objective
    - 2. Educational experiences
    - 3. Work history
    - 4. Recognitions/awards received
    - 5. Outside interests
    - 6. References
- C. Personalized resume
- D. Neatness and presentation count

V. Cover Letter (to accompany resume)
- A. Why needed
- B. Form for business letter
- C. Content
    - 1. Opening paragraph - why letter
    - 2. Brief attention getting paragraph or two
    - 3. Assurance applicant familiar with company
    - 4. Closing

VI. Letter of Application
- A. When needed
- B. Content
    - 1. Opening paragraph
    - 2. Pertinent history/qualifications
    - 3. Closing
- C. Compared to
    - 1. Resume
    - 2. Personal data sheet

VII. Job Application
- A. Standard form
    - 1. Neat presentation
    - 2. Completing all sections
    - 3. Questions difficult to answer
        - a. When can start?
        - b. Expected pay?
        - c. Why left employer?
        - d. Part work responsibilities?
        - e. References?
        - f. Previous pay rates?
- B. Employer's use of job applications
    - 1. Means of screening qualifications
    - 2. Impressions of personal traits from neatness
    - 3. Spelling counts

VII. Areas of Discrimination in Job Application
- A. Court decisions on pre-employment inquiries regarding
    - 1. Race, color, religion, sex or national origin
    - 2. Height and weight
    - 3. Marital status, number of children
    - 4. English language skills
    - 5. Educational requirements
    - 6. Friends and relatives working for employer
    - 7. Legal issues
    - 8. Discharge from military service
- B. Employer's needs for such inquiries

IX. Pre-employment Testing
  A. Types
    1. Written
    2. Performance
  B. Need
  C. Common Tests
    1. Psychological
    2. Polygraph
    3. Medical examination
    4. Skill
    5. Competencies
    6. Civil Service
    7. Armed Service Vocational Aptitude Battery (ASVAB)

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. utilize the service of the local Division of Employment Security including obtaining information regarding employers in the area of the student's interest.
2. interview a worker who is employed in the career area of the student's interest.
3. summarize those worker's recommendations to the student regarding suggested academic preparation and required experiences needed for successful entry into that career area in a report to their class.
4. write a one page resume using true information.
5. write their immediate career objective.
6. write a letter of application for a job that they are presently qualified for.
7. complete a standard job application that has a minimum of two minor errors.

Student Learning Activities:

1. Read Chapter 15, "Job Acquiring Skills"	Work: Pathways to Independence, American Technical Society, 1979
2. Read Chapters 12 and 13, "Applying for Jobs" and "Taking Pre-employment Tests"	From School to Work, Goodheart-Wilcox, 1984
3. Read Chapter 3, "Applying for a Job"	Succeeding in the World of Work, Bennett & McKnight, 1981
4. Read Writing the Resume that Sets the Job	Job Search Information Publication, Connecticut Department of Labor, Office of Research and Information, 200 Follybrook Blvd., Wethersfield, CT
5. Read Pre-Employment Inquirires and Equal Employment Opportunities Law	Equal Employment Opportunity Council (publication from Office of Public Affairs, February, 1983)

6. Read Filling in the Blanks	Connecticut State Department of Labor (Publication from Occupational Outlook Quarterly, Winter, 1971)
7. Read trade periodicals/journals	School and local library
8. Call trade union hall	Teacher directed
9. Visit local Division of Employment Security	Teacher directed
10. Conduct a job search	Community resources
11. Research local and distant employers	Reference library business section
12. Interview workers in trade	Teacher directed
13. Evaluate working condition and requirements for a specific trade area	Teacher developed worksheet
14. Write job description and entry level requirement for a specific trade	Community resources/experience
15. Write critique of students' job readiness	Teacher directed
16. Research changing needs for and requirement in a specific trade area	Fact-finding interview in industry
17. Type a one page resume	Previously mentioned publication
18. Write a cover letter	Previously mentioned publication
19. Write a letter of application	Previously mentioned publication
20. Complete several job applications	Teacher directed or local personnel officer
21. Take pre-employment test	Teacher directed or local personnel officer

Additional Classroom Activities:

1. List local and distant employers advertising in a trade journal that would employ workers in the area of the student's interest.
2. Contact a trade union serving workers in the area of their career interest to obtain information regarding employment opportunities in the area of their interest.
3. List several employers of interest through research in the yellow pages.
4. List employers of interest through listings in the help wanted advertisement.
5. Identify local and distant employers in a specific industry via
   a. Dun & Bradstreet
   b. Manufacturing Directory
   c. Thomas Register of Manufacturers
   d. Standards Employers
6. Identify and contact local employers who employ workers in the area of the student's interest.
7. Describe the work environment typical for that specific career.
8. Describe the interdependence of workers required while completing work assignments.
9. List the hierarchy or chain of command relating to that career.
10. State the range of salary or pay rate of a worker in that career.
11. State the physical demands required of a worker while completing routine tasks associated with his occupation.
12. Describe two styles of resumes.
13. List non-academic and community based experiences that have contributed to their meeting their career objective.
14. List chronologically their last three employers.
15. Describe their work responsibilities with each of their last three employers.
16. Describe areas of interest/hobbies that would be appropriate to use on a resume.
17. List three references that may attest to their work habits or personal attributes.
18. Describe an area of possible discrimination on a job application.
19. Tell how they would respond to each of the areas on a job application.
20. Name several types of pre-employment tests and describe the activities required to complete each.

Competencies Mastered by the Completion of this Unit:

1. Appreciate his/her worth as a unique and capable individual and exhibit self-esteem.

2. Develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

3. Demonstrate a questioning attitude, open-mindedness and curiosity.

4. Write standard English sentences with correct sentence structure, verb form, punctuation, capitalization, possessives, plural forms, word choice and spelling.

5. Draw reasonable conclusions regarding their ability to fulfull specific job requirements.

6. Set learning goals pertaining to their career expectations for the next 5 or 10 years.
7. Locate and use a variety of sources of information including print and non-print materials, computers and other technologies, interviews and direct observations.
8. Read or listen to specific information and take effective notes.
9. Consider the range of occupations that will be personally satisfying and suitable to his/her interests and aptitudes.
10. Identify, continue or pursue the education and training necessary for his/her chosen career/vocation.

Developing a Plan for Action on Job Openings

You must act immediately upon any job leads you find. Job lead cards help you keep track of the information about job leads. The front of a job lead card should include:

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

The back of a job lead card should include:

1. ______
2. ______
3. ______

Following Up Job Leads

List the four ways to follow up job leads:

1. ______
2. ______
3. ______
4. ______

List the six steps to follow when writing a letter of application:

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

Deciding How to Follow Up Job Leads

List when you would use the following ways to follow up a job lead:

1. Third party contact ______

Review

Introduction, Getting Acquainted

Purpose and Objectives of the Training

Purpose of the Course:____

____

____

List some of the objectives of the course:____

____

____

Positive Personal traits

We discussed the importance of attitudes, motivation, values and communication in getting and keeping a job.

1. List 3 ways you can show a positive attutude during your job search.
   1.____
   2.____
   3.____
2. List 5 values an employer looks for in an employee
   1.____________________
   2.____________________
   3.____________________
   4.____________________
   5.____________________
3. Why is motivation an important part of your job search?____________________
   ____
   ____
4. List 3 ways to communicate positively.
   1.____
   2.____
   3.____

Establishing Employment and Life Goals

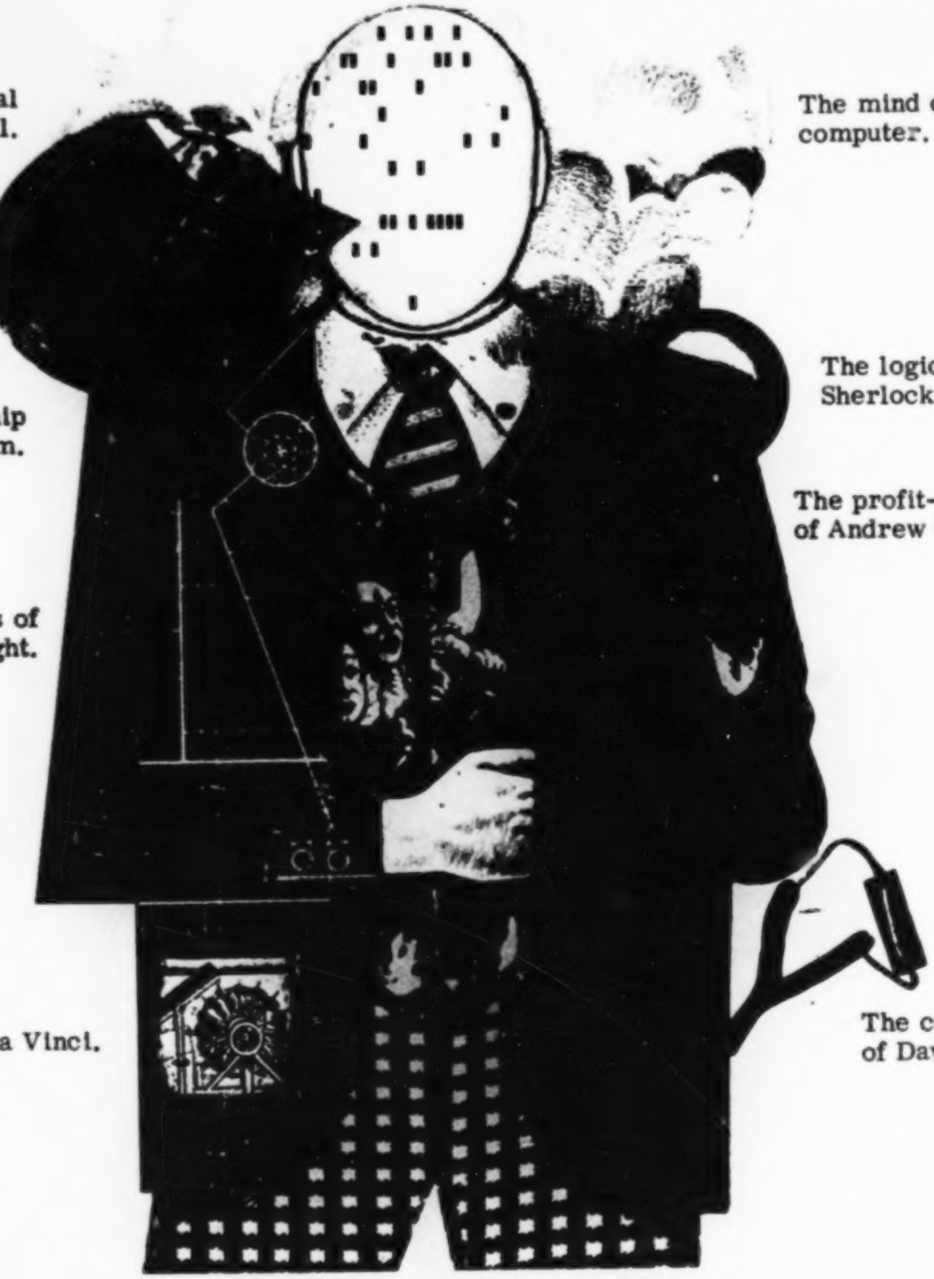
Define the following:

1. Long-term employment goals____________________
   ____
2. Short-term employment goals____________________
   ____

ile under: PLACEMENT
Occupational Placement

How to get a job

In these days of lean budgets, nervous spending, cutbacks, layoffs, and sharp pruning of aerospace projects, your most difficult job may well be the task of finding one. Some guidelines, plus a few facts of job-seeking life, are presented here as hints to the hunter.



The wisdom of Solomon.

The organizational ability of Hannibal.

The mind of a computer.

The logic of Sherlock Holmes.

The salesmanship of P. T. Barnum.

The profit-mindedness of Andrew Carnegie.

The inventiveness of Frank Lloyd Wright.

The leadership of Napoleon.

The vision of Da Vinci.

The courage of David.

MAJOR GUIDEPOSTS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1. contact relatives, friends and former employers							
2. use the yellow pages of the telephone directory as an excellent guide of places to visit							
3. visit places of employment in person, especially local establishments							
4. make up a part-time job letter campaign							
5. phone employers for interview appointments							
6. read the want ads in local newspapers							
7. place situation-wanted ad in the local newspaper							
8. make out application at state employment office							
9. check bulletin boards in schools, industries, supermarkets, post offices, libraries and counseling offices							
10. apply at local private community counseling and placement agencies							
11. call on specialized part-time employment agencies							
12. if you are in school, see your school counselor or placement officer							
13. map plans to create your own part-time job							
14. write letter of thanks to employers after each interview							

CLERICAL APTITUDE ANALYSIS
Arithmetic Section
(Time Limit - 10 Minutes)

NAME_______________________________ DISTRICT___________________________

Directions: Do as many of the following problems as you can in ten minutes. Work rapidly, but do not sacrifice accuracy for speed. Do NOT round off your answers. Do not worry if you do not complete the test. Use this page as a worksheet if you wish.

1. $12.34 + $67.80 = __________
2. $3.75 + $2.98 + $7.05 + $.13 = __________
3. $26.75 + 10.90 + $33.78 = __________
4. 12 X .26 = __________
5. $968.04 = __________
6. $405.50 X .05 = __________
7. $35.87 X .06 = __________
8. $10.56 .06 = __________
9. 45 .15 = __________
10. Mr. Jones earns $65 per week. If he puts aside 7½% of his yearly salary for life insurance, how much does he set aside each year? ______________
11. Mrs. Henry bought a refrigerator that cost $275. She paid 20% of the cost in cash and the rest in monthly installments.
    a. How much cash did Mrs. Henry pay? ______________
    b. If she pays $20 a month, how many monthly installments will Mrs. Henry have to pay? ______________

Score____________________________

If you finish before ten minutes are up, go back and check your work.

RESUME QUIZ 1

NAME______________________________________ SCORE____________

1. T F A resume is an advertisement about the most valuable of products: You.

2. T F The primary reason for having a resume is to get an employer interested in the possibility of hiring you.

3. T F A well written, carefully planned resume will always convince an employer to hire you.

4. T F Any product needs advertising to sell.

5. T F A resume is never used to accompany a completed application form.

6. T F When a resume is sent through the mail, a cover letter should accompany it.

7. T F Always use a resume when a prospective employer requests it.

8. T F Never carry a resume on job interviews.

9. T F Resumes must be neat - clean and prepared on quality paper.

10. T F Resumes must be accurate in spelling, grammar and punctuation.

11. T F A resume should be at least five pages long.

12. T F Information on a resume doesn't have to be true as long as it makes you look like a good prospect for hiring.

13. T F All resumes answer the same basic questions: Who are you? What do you want to do? How are you qualified?

14. T F Always include two telephone numbers on your resume, one for your home and one for messages.

15. T F The personal section of your resume never includes your address.

16. T F The position objective section of your resume names the exact position for which you are applying.

17. T F The career objective section of your resume is a concise, strong, simply worded paragraph stating the kind of job and career you are seeking.

18. T F The education section of your resume should list the classes that are closely related to the position for which you are applying.

19. T F A person's activities and interests should never be put on a resume.

20. T F Prior permission to use a person's name as a reference on your resume is never necessary.

Unit V: The Interview

Time Allotment: 3 weeks

Overview:

The culminating activity of the job seeking process is the job interview. It is during this interaction between the applicant and the prospective employee that the student's classroom instruction is put to the test. Perhaps no other unit in CWE program can provide as many exciting, informative and rewarding exercises.

Unit Outline:

I. Purpose
  A. Employer
    1. Evaluate applicant in person
    2. Personality assessment
    3. Clarify job application information
    4. Observe behavior
  B. Applicant
    1. Evaluate employers
      a. Work environment
      b. Supervisor(s)/ co-workers
      c. Training opportunities
      d. Fringe benefits

    2. Evaluate position
      a. Readiness for
      b. Suitability to career plans
II. Preparing for Interview
  A. Research employer
    1. Company brochures
      a. History
      b. Products/services
    2. Company employees
    3. Acquaintances
    4. Standards and Poors Register of Corporations
  B. Prepare questions
    1. Expected from interviewer
      a. Review job application
      b. Future plans
      c. Qualifications
      d. Commonly used questions
    2. Applicants questions
  C. Materials to take
    1. Erasable pen
    2. Completed job application
    3. Resume
    4. Recommendations
    5. Questions you will ask
    6. Portfolio/sample of work (when appropriate)
    7. Social Security number

- III. Personal Appearance
  - A. First impressions
  - C. Clothing
  - D. Grooming
  - E. Posture
  - F. Body language
- IV. Dress Rehearsal
  - A. Drive/plan route
  - B. Rehearsal anticipation questions
- V. Interview
  - A. Arrive little early
  - B. Introducing yourself
  - C. Appropriate handshake
  - D. Eye to eye contact
  - E. Speak clearly
  - F. Honest, not boastful
  - G. Closing statement of appreciation
- VI. After the interview
  - A. Assessment
    - 1. Responses
    - 2. Interest in company and position
    - 3. Readiness for position
  - B. Send thank you note
  - C. Follow up phone call (when appropriate)

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. write and answer at least five questions commonly asked during any job interview.
2. state their response to an open ended interview questions such as: "Tell me about yourself" of "Why do you want to work for this company?"
3. prepare a portfolio appropriate for the applicant.
4. participate in a mock job interview.
5. write a letter of appreciation thanking for job interview.

Student Learning Activities:

1.	Read Chapter 14 "Interviewing for Jobs"	From School to Work J. J. Littrell, Goodheart-Wilcox, 1984
2.	Read Chapter 5 "The Interview"	Succeeding in the World of Work, Kimbrell & Vineyard Bennett & McKnight/Glencoe Publixhing Company 1981
3.	Read Chapter 15 "Job Acquiring Skills"	Work: Pathway to Independence Gooch, Carrier & Huck American Technical Society 1979
4.	Evaluate sutdent completed job application	Teacher directed
5.	Interview fellow CWE student	Teacher directed

6.	Be interviewed by coordinator other than faculty member	Teacher directed
7.	List products manufactured or service offered by three major employers in students regional area	Research Standards & Poors Register of Corporations
8.	Write five questions you may anticipate to be asked during a job interview	Teacher directed
9.	List job qualifications for a specific job	Teacher directed
10.	Write appropriate questions for an interviewee to ask	Teacher directed
11.	Participate in a mock job interview	Teacher directed
12.	Produce an employment portfolio	Teacher directed
13.	Assess classmates performance during a mock job interview	Teacher directed
14.	Write a thank you letter for job interview and application	Teacher directed

Additional Classroom Activities:

1. List the fringe benefits commonly offered to employees in the area of the students' career interest.
2. Describe how students' career plans relate to the position being interviewed for.
3. List their qualifications for a job of interest.
4. Name a company they would be interested in working for based upon researching that company, and state why that particular company is of interest.
5. Summarize information provided in Standards and Poors Register of Corporations regarding the company they are interested in.
6. Describe the position they are qualified to hold with that company.
7. List materials they should bring to a job interview.
8. Write several questions they would ask during a job interview.
9. Describe the appropriate clothing to wear to a job interview in the area of their career interest.
10. Describe good grooming practices for a job interview.
11. Illustrate good posture for a job interview.
12. Illustrate how body language influences impressions.
13. Identify areas commonly evaluated in first impressions.
14. Practice, through role playing, "handshaking."

Competencies Mastered by the Completion of this Unit:

1. Pursue life long career goals.
2. Develop productive and satisfying interactions with others based upon mutual respect.
3. Develop a sensitivity to, and an understanding of, the needs, opinions, and concerns of others.
4. Appreciate the roles and responsibilities of an employee.
5. Set purposes, ask questions and make predictions, prior to and during an interaction.
6. Select, organize and relate ideas and develop them in a coherent conversation.
7. Engage critically and constructively in an oral exchange of ideas.
8. Ask and answer questions correctly and concisely.
9. Distinguish relevant from irrelevant information and the intent from the details of an oral message.

A recent U.S. Department of Education study identified the factors that are most important in the success or failure of young people applying for jobs. Employers based their decisions upon employment applications and personal interviews of high school students applying for work.

Based upon the students application, they said the following were most important:

1. Why did the applicant leave their previous job(s). Was a reason given if asked on the application? Was the reason based upon the applicants career plan or personal growth or their failure to succeed?

2. How relevant were the applicant's previous duties to those required of this job? Does the applicant link the jobs together at any point?

3. What specific vocational skills does the applicant claim?

4. How neat is the applicant's penmanship on the application form? How does the applicant use their time? How active are they?

5. Based upon the interview, the two most important factors are:

    1. The attitude of the applicant:

        1. How is the applicant's
            _____Speech
            _____Outlook
            _____Personality
            _____Alertness

        2. Personal appearance:
            _____Dress
            _____Hygiene
            _____Grooming

Applicants for retail and clerical positions were judged upon the following criteria:

1. High school grade point average has a stronger impact than any other educational factor.

2. Work experience in jobs relative to the job being applied for was much preferred to experience at any other occupations.

3. Part-time work experience in large private firms had a more positive effect on ratings than part-time work experience at small firms and in the public sector.

4. Fast-food jobs had a positive effect on ratings given applicants for retail jobs.

5. Typing speed had a powerful effect on ratings for clerical applicants.

QUESTIONS TO EXPECT DURING A JOB INTERVIEW

NAME ______________________

1. Why do you want to work for this company?
2. Where did you hear about the job?
3. What specific job are you applying for?
4. Would you be interested in another job that may be totally different?
5. Are you looking for permanent or temporary work?
6. What qualifications do you have for the job?
7. What subjects didyou like best in school? Which least? Why?
8. What clubs did you belong to in school?
9. What special recognition did you receive in school?
10. Do you prefer to work alone or with others?
11. How do you spend your spare time?
12. What magazines do your read?
13. What was the last book that you were reading?

THE FOLLOW-UP LETTER TO AN INTERVIEW

You would not usually send a follow-up letter as a result of an initial, brief, exploratory interview. However, if you have been interviewed at length and you are very much interested in the position, you might very well consider a follow-up note. Very few persons take the time or make the effort to do this. When the interviewer receives such a letter, it is an unusual experience for him. You can be sure he/she will read and be impressed with it.

The written follow-up to the interview should be concise, sincere and courteous. Basically, its purpose is to thank the interviewer for the time and effort he expended in talking to you and to review briefly your own qualifications. It should be mailed the same day or the day following the interview.

October 3, 19__

Dear Mr. Robinson:

Thank you very much for taking the time to show me Barton's office and manufacturing facilities yesterday. I was certainly impressed with the efficiency, friendliness and overall climate of the firm.

Now that I know something about your company's directions and objectives, I feel that my degree in industrial engineering, my two years of part-time work in motion and time study and my desire to work hard should all be of value to your company.

If I can supply you with additional information on my education and experience, I shall be happy to come in at your convenience. In the meantime, I hope you will consider me favorable for the position we discussed.

Sincerely yours,

Perhaps the most important quality of the follow-up letter is sincerity. A letter that contains obviously insincere statements or overly enthusiastic praise will surely fail in its purpose. Keep it concise, direct, sincere and mail it promptly after the interview.

The entire process of securing a position is a vital one; it deserves your full attention, your very careful preparation and your maximum effort.

VICA U.S. S OLYMPICS
JOB INTERVIEW
Interviewer's Rating Sheet

ITEMS EVALUATED	Excellent	Very Good	Good	Fair	Poor	APPLICANT NUMBER																			
Appearance *Grooming* *Posture*	20	16	12	8	4																				
Maturity *Frankness* *Consistency* *Accuracy* *Tact* *Answers to questions asked by interviewer* *Temperament*	20	16	12	8	4																				
Presentation *Forcefulness* *Poise* *Sincerity* *Persuasiveness* *Self-confidence* *Grammar* *Vocabulary* *Enunciation*	20	16	12	8	4																				
Preparation *Knowledge of position applied for* *School record* *Vocational education* *Work experience* *References* *Personal history*	20	16	12	8	4																				
Personal Salesmanship	20	16	12	8	4																				
TOTAL POINTS	100	80	60	40	20																				

VICA 5/82

Resume of

Manchester, CT 06040

Immediate Goal: A position as a secretary or a legal secretary

Ultimate Goal: An executive secretary for a large firm

EDUCATION: Diploma 198_, Manchester High School
134 E. Middle Tpke.
Manchester, CT 06040

Curriculum: College Prep.
Related Courses: Typing 1A and 1B, and Typing 2A and 2B, Steno 1, Cooperative Education

Activities: Vocational Industrial Clubs of America, School Work Experience Program, Treasurer of Class Fund Raiser, Swim Team, and Diving Team, Rec Softball

WORK EXPERIENCE: My Brother's Place
238 North Main Street
Manchester, CT 06040

April 8_ to Present

Position: Waitress

Duties: Customer Services, filling inventory, cashier, cleaning stainless; developed strong interpersonal skills; learned to work with others

Aug.8__ to April 8_

B.J. Mortenson's
238 North Main Street
Manchester, CT 06040

Position: Waitress

Duties: Customer Services, Filling Inventory, Cashier, Cleaning stainless, Developed strong Interpersonal skills, Ability to work with others

PERSONAL DATA: Social Security Number: 040-74-7188

Height: 5'3" Weight: 115 lbs.

Health: Excellent Martial Status: Single

REFERENCES: Will be furnished upon request

UNIT: The Interview

Daily Lesson Plan

Goals:
1. To meet a representative of the employer and make a favorable first impression upon him/her.
2. To express your interest in a particular job.
3. To discuss your role with the company.
4. Convince the interviewer that your skills, interests and background are the best for the position applied.
5. To learn enough about the position and company so you will be sure of making the right decision.

Vocabulary:
non-verbal communication
interviewer
impression
body language
open ended questions
follow up letter
professional

Activities:
1. Learn the proper way of setting up an appointment
2. Complete the necessary pre-employment forms
    a. Letter of application
    b. Resume
    c. Application form(s)
3. Greet the receptionist/interviewer in the most professional manner
4. Demonstrate the proper manners and respect
5. Answer open-ended questions with tact and completeness
6. Demonstrate your interest with body language and non-verbal communication
7. Ask intelligent and probing questions

Needed Materials:
Handouts (teacher supplied)
Textbooks
VCR equipment
Guest speakers
Demonstrations
Role play techniques

Evaulation:
1. Written exercises
2. Follow up letter
3. Role play interview
4. Critique of video tape
5. Group discussions
6. VICA competitions

Unit VI: Adjusting to the Job

Time Allotment: 3 weeks

Overview:

All new employees have a period of adjustment or probation when first starting a job. With younger workers, the adjustment is often more difficult because they lack the experience, maturity or confidence from previous work experience. They may also face prejudice or resentment from older workers. This unit will help students identify potential adjustment problems so they can learn succesful strategies to deal with them.

Unit Outline:

I. Expectation of the Employer
  A. Personal qualities needed
    1. Honesty
    2. Dependability
    3. Cooperation
    4. Initiative
    5. Other qualities
  B. Company Rules (employer handbook)
    1. Dress codes
    2. Employee behavior
    3. Employee attendance
  C. Company procedures
    1. Handling of cash or merchandise
    2. Time cards
    3. Paperwork or forms
II. Labor Laws
  A. Hours of work for minors
  B. Earnings
III. Establishing Yourself
  A. Dealing with management
    1. Probation
    2. Evaluations
    3. Gaining senority
  B. Dealing with co-workers
    1. The job ladder
    2. Hazing
    3. Territorial rights
IV. Employment forms
  A. W-4
  B. Health and/or life insurance application
  C. Employee questionnaire
V. Your paycheck
  A. Gross earnings
    1. Regular
    2. Overtime
    3. Commission
  B. Deductions
    1. FIT
    2. FICA
    3. Insurances

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. state ten qualities that an employer would expect of their employees.
2. identify five common rules that should be in an employee handbook.
3. write an attendance policy for their cooperating employer's handbook.
4. identify three reasons why employers should evaluate their employees regularly.
5. develop an effective orientation program that would help eliminate hazing.
6. know the Connecticut Labor Laws that apply to minors hours of employment.
7. accurately complete the forms used by employer for new employees.
8. accurately compute an employees weekly earnings with and without overtime.
9. accurately compute the deductions from an employees paycheck.

Student Learning Activites:

1.	Complete an employee's job manual	VICA activity, occupational job manual
2.	Show and discuss transparencies illustrating eight common employer expectations	Transparencies made from workbook Succeeding in the World of Work
3.	Read an employee handbook with emphasis upon the company rules section	Sears or McDonalds employee handbook
4.	Invite an employer to speak on employer expectations of new employees	Community resource
5.	Discuss the concept of employee probation	A local employer's handbook
6.	Review the criteria used by local companies to evaluate their employees	Rating forms of Sears or CBT
7.	Discuss the attendance policies for each of the students cooperating employers	Class discussion
8.	Compare school and work attendance policies	School student handbook
9.	Show filmstrip "Trouble at Work," absenteeism	Guidance associates
10.	Write an attendance policy for a company	Class assignment
11.	Show the filmstrip "Trouble at Work," hazing	Guidance associates
12.	Read and discuss the article "High School Drop-out"	Hartford Courant article
13.	Write an orientation program that will help new employees adjust to the job	Class assignment
14.	Read the Connecticut Labor Laws on the hours of work for minors	Connecticut Labor Department

15.	Read and define the related vocabulary	Related vocabulary
16.	Complete a paycheck stub for an employee	Form in appendix
17.	Subtract and record a number of deductions from an employee's paycheck	Appendix

Compentencies Mastered by the Completion of this Unit:

1. Develop an understanding of his/her weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.
2. Experience the pride of accomplishment that results from hard work and persistence.
3. Act through a desire to succeed rather than through a fear of failure. Recognize that failure is a part of everyone's experience.
4. Strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.
5. Demonstrate dependability and self-control.
6. Initiate actions and assume responsibilities for the consequences of those actions.
7. Develop productive and satisfying relationships with others based upon mutual respect.

Related Vocabulary

F.I.T.

F.I.C.A.

Withholding

W-2

W-4

United Way

Hazing

Probation

Territorial rights

SUPPLEMENT TO STATEMENT OF AGE

SUBJECT: Labor Standards

REVISION

Please note the revised minimum wage effective October 1, 1988 and the effective date of the employment of minors.

I. MINIMUM WAGE

A. Effective October 1, 1987 the "Minimum Fair Wage" in any industry or occupation in the State of Connecticut will rise to $3.75 per hour. On October 1, 1988 the minimum wage will be $4.25 per hour.

(Reference: Public Act 87-366)

II. EMPLOYMENT OF MINORS

A. Effective October 1, 1987 through September 30, 1992 any minor who has reached the age of fifteen may be employed in any mercantile establishment as a bagger, cashier, or stock clerk provided the following conditions are met:

1. The employment is outside regular school hours;
2. The employment cannot exceed eight hours per day and forty hours per week while school is not in session;
3. The employment cannot exceed three hours per day and eighteen hours per week when school is in session;
4. The hours of employment must fall between 7:00 AM and 7:00 PM, except between July 1 and the first monday in September when the hours extend to 9:00 PM;
5. Minors so employed may not be permitted to work more than two consecutive school days without a day off; and
6. Each employer shall obtain and retain on the work premises a certification of age for each minor so employed. Certificates are available from the school at which the minor is a student.

(Reference: Public Act 87-195)

B. Please note, the revised statute applies to employment in mercantile establishments only, defined as "... the trade of wholesale or retail selling of commodities or incidental thereto". (General Statute 31-62-D1(c.))

INSERT NEW LEGISLATION - P.A. 87-195 - ADD FOLLOWING PARAGRAPH (b)(1) TO SECTION 31-23 EMPLOYMENT OF MINORS ETC.

(b) (1) Notwithstanding the provisions of subsection (a) of this section, a minor who has reached the age of fifteen may be employed or permitted to work in any mercantile establishment, from the effective date of this act to September 30, 1992, inclusive, as a bagger, cashier or stock clerk, provided such employment shall be (A) outside regular school hours; (B) for not more than forty hours in any week when school is not in session; (C) for not more than eighteen hours in any week when school is in session; (D) for not more than eight hours in any day when school is not in session; (E) for not more than three hours in any day when school is in session; and (F) between the hours of seven o'clock in the morning and seven o'clock in the evening, except that from July first to the first Monday in September in any year, any such minor may be employed until nine o'clock in the evening. Minors so employed shall work no more than two consecutive school days without a day off. (2) Each person who employs a fifteen year old minor in any mercantile establishment pursuant to this subsection shall obtain a certificate from the State Board of Education stating that such minor is fifteen years of age of older. Such certificate shall be kept on file at the place of employment and shall be available at all times during business hours to the inspectors of the Labor Department. (3) The Labor Commissioner may adopt regulations, in accordance with the provisions of Chapter 54, as he deems necessary to implement the provisions of this subsection.

CHANGE FORMER PARAGRAPH (b) TO (c)

(c) No minor under the age of eighteen years shall be employed or permitted to work in any occupation which has been or shall be pronounced hazardous in other respects by the labor department. This section shall not apply to the employment or enrollment of minors sixteen years of age and over as apprentices in bona fide apprenticeship courses in manufacturing or mechanical establishment, vocational schools or public schools, or to the employment of such minors who have graduated from a public or private secondary or vocational school, in any manufacturing or mechanical establishment or to the enrollment of such minors as a cooperative work-study program approved by the state board of education and labor commission. No provision of this section shall apply to agriculture employment, domestic service, street trades or the distribution of newspapers. For purposes of this subsection, the term "cooperative work-study program" means a program of vocational education, approved by the state board of education and the labor commissioner, for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, provided these two experiences are planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks or other periods of time in fulfilling the cooperative work-study program.

EMPLOYMENT INVOLVING A MOTOR VEHICLE

1. A minor is not allowed to operate a motor vehicle in excess of 3/4 ton.
2. A minor is not allowed to operate a motor vehicle which is not insured for $20,000/$40,000 Bodily Injury Liability and $10,000 Property Damage.
3. A minor is not allowed to work on or operate a motor vehicle used in interstate commerce or one which services firms involved in such commerce. An individual must be at least 18 years old in order to be employed in a non-driving capacity on any commercial vehicle. This restriction does not apply to interstate commerce vehicles, not in operational service, which are on the premises of the employer. Such vehicles can be driven by minors but only on non-public highways and streets.

Minimum Wage for Employment of Minors

A sub-minimum wage for beginners is 85% of minimum wage for the first 200 hours. Upon completion of 200 hours, the rate should be the minimum wage.

Some of the jobs being offered for summer employment may be newly created and therefore can pay the sub-minimum wage. If, however, students are hired for regular jobs in the plant or office, it is common practice to pay the regular wage for these jobs.

Questions concerning wages can be referred to the Wage Division of the Department of Labor at 566-3450.

Employment hours and areas of work

The State Department of Labor has issued restrictions regarding hours of employment of minors in specific establishments. The following is a list of those non hazardous areas of employment and the permitted hours of employment for minors:

- In manufacturing or mechanical areas the minor is permitted 9 hours a day, 48 hours a week (no work is permitted from 10 p.m. to 6 a.m.).
- In mercantile areas the minor is permitted 8 hours a day, 48 hours a week, and one 10 hour day for the purpose of making one shorter day during such week (no work is permitted from 10 p.m. to 6 a.m.).

- In bowling alleys, barber shops, hairdressing, manicuring and shoe shining establishments, billiard or pool rooms, photograph galleries, amusement and recreational establishments the minor is permitted 9 hours a day, 48 hours a week, and one 10 hour day for the purpose of making one shorter day during the week (no work is permitted from 10 p.m. to 6 a.m.).
- In restaurants, dining rooms or cafes until 12 midnight minors may work when not regularly attending school or on such days that precede a regular school day (no work is permitted from 11 p.m. to 6 a.m.).

PROCEDURES FOR ISSUANCE

In order to solidify an effective program for issuing employment certificates for minors, it is necessary to implement certain procedures. The procedures that follow were formulated to assist the school administrator and the designated issuing officer.

The local program

Individuals 16 to 18 may receive employment certificates from the superintendent of schools or the designated agent in the town or city in which he/she lives. Consequently, it is important that a local program be established which meets local needs relative to the place of issuance and hours of operation. Local schools should make proper provisions for issuing certificates during vacation periods. Both parents and minors should be made aware of the local program and procedures involved. When changes are made with either the address or the person responsible in the issuing office, the State Department of Education, Bureau of Adult Education should be notified.

Various means of communication can be used to inform the public about working papers. Some examples are as follows:

- announcements on local radio or TV
- assembly, public address system, bulletin boards or newspapers in local schools or
- news items in local newspaper(s).

Ordering forms

Requests for supplies should be made, in writing, far enough in advance so that there will be no danger of running out before the order can be filled. Special preparation should be made for summer months when the issuing of papers greatly increases. Summer orders must be received in

HOURS OF LABOR

Section 31-12. Hours of labor of minor, elderly and handicapped persons in manufacturing or mechanical establishments. None of the following persons under the conditions hereinafter described shall be employed in any manufacturing or mechanical establishment more than nine hours in any day or forty-eight hours in any calendar week: (a) Persons under the age of eighteen years; (b) persons sixty-six years of age or older, except with their consent; (c) handicapped persons, so designated by medical or governmental authority, except with their consent and after certification by a physician that the extended hours of work will not be injurious to their health; (d) disabled veterans, as defined under state and federal law, except with their consent and after certification by a physician that the extended hours of work will not be injurious to their health. If the labor commissioner finds, upon application of an employer, that an emergency exists or that seasonal or peak demand places an unusual and temporary burden upon any manufacturing or mechanical establishment, any such person may be employed in such establishment not more than fifty-five hours in any calendar week, but the total number of weeks of any such employment in any twelve consecutive months shall not exceed twelve. With respect to any group, category or class of employees for which a work week of less than five days has been established or agreed upon, the employer shall adhere to the applicable weekly limitation period herein prescribed but provided the number of hours shall be the same for each day of the shortened work week. In the event of war or other national emergency, the commissioner after investigation may, with the approval of the governor, extend the number of weeks of any such employment if such extension is necessary to meet scheduled production of war or critical material. Any person who, in this firm or corporation which, violates any of the provisions of this section shall be fined not more than one hundred dollars or imprisoned not more than thirty days or both for any subsequent offense, The provisions of this section shall not apply to permanent salaried employees in executive, administrative, or professional positions as defined by the labor commissioner.

Sections 31-13. Hours of labor of minors, elderly and handicapped persons in mercantile establishments. None of the following persons under the conditions hereinafter described shall be employed in any mercantile establishment more than eight hours in any one day, or more than six days in any one calendar week or more than forty-eight hours in any one calendar week: (a) Persons under the age of eighteen years; (b) persons sixty-six years of age or older, except with their consent; (c) handicapped persons, so designated by medical or governmental authority, except with their consent and after certification by a physician that the extended hours of work will not be injurious to their health; (d) disabled veterans, as defined under state or federal law, except with their consent and after certification by a physician that the extended hours of work will not injurious to their health; but any such person may be permitted to work in any such establishment one day in any calendar week for not more than ten hours, for the purpose of making one shorter day during such week, and any employer whom during any year, gives not fewer than seven holidays with pay shall be exempt from the foregoing provisions hereof during the period from the eighteenth to the twenty-fifth day of December of such year. If the labor commissioner finds, upon application of an employer, that an emergency exists or that seasonal or peak demand places an unusual and temporary burden upon any mercantile establishment, any such person may be employed in such establishment not more than ten hours in any day nor more than fifty-two hours in any calendar week, but the total number of weeks of any such employment in any twelve months shall not exceed eight. Each employer in any such establishment shall post in a conspicuous place in each room where such persons are employed a notice, the form of which shall be furnished by the labor commissioner, stating specifically the hours of work of such persons on each day of the week, and the employment of any such persons for a longer time than so stated shall be a violation of this section. Any person who violates any provision of this section shall be fined not more than one hundred dollars for each offense. The provisions of this section shall not apply to permanent salaried employees in executive, managerial or supervisory position excepted from the provisions of part 1 of chapter 558 who receive a regular salary of not less than minimum fixed for such employment in any wage order or administrative regulation issued under authority of said part.

Section 31-14. Night work of minors regulated. No minor under eighteen years of age shall be employed in any manufacturing, mechanical or mercantile establishment between the hours of ten o'clock in the evening and six o'clock in the morning, except that such minors may be employed in any supermarket until twelve o'clock midnight on any night other than a night preceding a regularly scheduled school day. No such minor may be discharged or discriminated against in any manner for refusing to work later than ten o'clock in the evening. In the event of war or other serious emergency, the governor may suspend the limitations upon evening or night work contained in this section as to any industries or occupations as he may find such emergency demands. For purpose of this section, "supermarket" means any retail food store occupying a total retail sales area of more then three thousand five hundred square feet.

Section 31-15. **Penalty.** Any person who wilfully employs, or has in his employment or under his charge, any person in violation of section 31-14 and who permits any such person to be so employed shall be fined not more than one hundred dollars or imprisoned not more than thirty days or both for any subsequent offense. Any parent or guardian who permits any minor to be employed in violation of section 31-12, 31-13, or 31-14 shall be fined not more than twenty-five dollars for each offense. A certificate of the age of a minor made as provided in 10-193 shall be conclusive evidence of his age upon the trial of any person other than the parent or guardian for violation of any provision of section 31-12, 31-13 or 31-14. Nothing in this chapter shall affect the provisions of section 10-184.

Section 31-16. **Night work in messenger service.** No person under the age of eighteen years shall be employed by any telegraph or messenger company, in cities having a population of twenty thousand or over, to distribute, transmit or deliver goods or messages between the hours of ten o'clock at night and five o'clock in the morning. The manager of the office of any corporation who violates any provision of this section shall be fined not more than twenty dollars for each day of such employment.

Section 31-17. **Hours of labor of minors and women in bowling alleys, shoe shining establishments, billiard and pool rooms.** Section 31-17 is repealed.

Section 31-18. **Hours of labor of minors, elderly and handicapped persons in certain other establishments.** No public restaurant, cafe, dining room, barber establishment, bowling alley, shoe-shining establishment, billiard or pool room or photograph gallery shall employ or permit to work any minor under eighteen years of age between the hours of ten o'clock in the evening and six o'clock in the morning, or any of the persons described below under conditions herein set forth more than nine hours in any day: (1) Persons sixty-six years of age or older, except with their consent; (2) handicapped persons, so designated by a physician that the extended hours of work will not be injurious to their health; (3) disabled veterans, as defined under state or federal law, except with their consent and after certification by a physician that the extended hours of work will not be injurious to their health; provided any such person may be permitted to work in any such establishment one day in a week for not more than ten hours on such day, but no more than six days or forty-eight hours in any one week, and provided further, minors between sixteen and eighteen years of age may be employed in any restaurant, cafe or dining room, or employed as ushers in any nonprofit theater until twelve o'clock midnight unless such minors are regularly attending school in which case such minors may be employed until eleven o'clock in the evening on days which precede a regularly scheduled school day and until twelve o'clock midnight during any regular school vacation season and on days which do not precede a regularly scheduled school day. The hours of labor of such persons shall be conspicuously posted in such establishment in such form and manner as labor commissioner determines. The provisions of this section shall not affect hotels. Any person who violates any provision of this section shall be fined not more than one hundred dollar for each offense.

Sections 31-19 and 31-20. Employment of women between one a.m. and six a.m. Hours of women entertainers. Sections 31-19 and 31-20 are repealed.

Sections 31-23. Employment of minors prohibited in certain occupations. Penalty, Expectations. (a) No minor under sixteen years of age shall be employed or permitted to work in any manufacturing, mechanical, mercantile or theatrical industry, restaurant or public dining room, or in any bowling alley, shoe-shining establishment or barber shop, provided the labor commissioner may authorize such employment of any minor between the ages of fourteen and sixteen who is enrolled in (1) a public school in a work-study program as defined and approved by the state board of education and the labor commissioner or (2) a summer work-recreation program sponsored by a town, city or borough or by a human resources development agency which has been approved by the labor commissioner, or both, and provided the prohibitions of this section shall not apply to any minor over the age of fourteen who is under vocational probation pursuant to an order of the superior court as provided in section 46b-140 or to any minor over the age of fourteen who has been placed on vocational parole by the commissioner of children and youth services.

(b) No minor under the age of eighteen years shall be employed or permitted to work in any occupation which has been or shall be pronounced hazardous in other respects by the labor department. This section shall not apply to the employment or enrollment of minors sixteen years of age and over as apprentices in bona fide apprenticeship courses in manufacturing or mechanical establishment, vocational schools or public schools, or to the employment of such minors who have graduated from a public or private secondary or vocational school, in any manufacturing or mechanical establishment or to the enrollment of such minors as a cooperative work-study program approved by the state board of education and labor.

commission. No provision of this section shall apply to agriculture employment, domestic service, street trades or the distribution of newspapers. For purposes of this subsection, the term "cooperative work-study program" means a program of vocational education, approved by the state board of education and the labor commissioner, for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, provided these two experiences are planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks or other periods of time in fulfilling the cooperative work-study program.

(c) Each person who employs a minor under the age of eighteen years shall obtain a certificate from the state board of education stating the age of such minor as provided in section 10-193. Such certificates shall be kept on file at the place of employment and shall be available at all times during business hours to the inspectors of the labor department.

(d) Any person, whether acting for himself or as an agent for another, who employs or authorizes or permits to be employed any minor in violation of this section shall be fined not more than one hundred dollars.

Section 31-24. Hazardous employment of children forbidden. Penalty. Except in state vocational schools or in public schools teaching manual training, no child under sixteen years of age shall be employed or permitted to work in adjusting or assisting in adjusting any belt upon any machine, or in oiling or assisting in oiling, wiping or cleaning machinery, while power is attached, or in preparing any composition in which dangerous acids are used, or in soldering, or in the manufacturing or packing of paints, dry colors or red or white lead, or in the manufacture, packing or storing of gun or blasting powder, dynamite, nitroglycerine compounds, safety fuses in the raw or invarnished state, electric fuses for blasting purposes or any other explosive, or in the manufacture or use of any dangerous or poisonous gas or dye, or composition of lye in which the quantity thereof is injurious to health, or upon any scaffolding, or in any heavy work in any trade or in any tunnel, mine or quarry, or in operating or assisting to operate any emery, stone or buffing wheel; and no child under sixteen years of age shall be employed or permitted to work in any capacity requiring such child to stand continuously. Any person, whether acting for himself or as agent for another, who employs or authorizes or permits to be employed any child in violation of any of the provisions of this section shall be fined not more than one hundred dollars.

Section 31-25. Operation of elevators by minors. No person under sixteen years of age shall be employed or permitted to have the care, custody, operation or management of an elevator; any person, partnership or corporation violating this provision shall be fined not more than twenty-five dollars for each offense. No person under eighteen years of age shall be employed or permitted to have the care, custody, management or operation of an elevator, either for freight or passengers, running at a speed of over two hundred feet per minute; any person, whether acting for himself or as agent for another, who authorizes or permits the employment of any person in violation of this provision shall be fined not more than one hundred dollars.

VOCATIONAL PROBATION

Section 17-68(c) Repealed 1980.

Section 17-415(b) Powers and duties of commissioner Repealed 1980.

Section 53-25 Unlawful exhibition or Employment of child Repealed 1980.

Section 46b-140. (fomerly Section 51-321) Disposition upon finding of delinquence. Restitution. Commitment. Report. Placement out of town of residence. Any child or youth coming within the jurisdiction of the court, who is found to be mentally ill, may be committed by said court to the commissioner of children and youth services and, if the court adjudges a child to be delinquent. Whenever a child adjudged by the court to be delinquent or a member of a family with service needs is fourteen years of age or older and is further found to be either mentally deficient or too educationally retarded to benefit from continued school attendance, the court may ordered him to be placed on vocational probation if such court finds that he may properly be employed for part or full-time at some useful occupation and that such employment would be more favorable to his welfare than commitment to an institution and the probation officer shall supervise such employment. For the purposes of this section the limitations of subsection (a) of section 31-23 on the employment of minors under the age of sixteen years shall not apply for the duration of such vocational probation.

REGULATION OF WAGES

Minimum wages

Section 31-58. Definitions. As used in this part:

(a) "Commissioner" means the labor commissioner;

(b) "Wage board" means a board created as provided in section 31-61;

(c) "Fair wage" means a wage fairly and reasonably commensurate with the value of a particular service or class of service rendered, and, in establishing a minimum fair wage for such service or class of service under this part, the commissioner and the wage board, without being bound by any technical rules of evidence or procedure, (1) may take into account all relevant circumstances affecting the value of the services rendered, including hours and conditions of employment affecting the health, safety and general well-being of the workers, and (2) may be guided by such considerations as would guide a court in a suit for the reasonable value of services rendered where services are rendered at the request of an employer without contract as to the amount of the wage to be paid and (3) may consider the wages, including overtime or premium rates, paid in the state for work of like or comparable character by employers who voluntarily maintain minimum fair wage standards;

(d) "Department" means the labor department;

(e) "Employer" means any owner or any person, partnership, corporation or association of persons acting directly as, or in behalf of, or in the interest of an employer in relation to employees, including the state and political subdivision thereof;

(f) "Employee" means any individual employed or permitted to work by an employer but shall not include any individual employed in camps or resorts which are open no more than six months of the year or in domestic service in or about a private home, except any individual in domestic service employment as defined in the regulations of the Federal Fair Labor Standards Act, or an individual employed in a bona fide executive, administrative or professional capacity as defined in the regulations of the labor commissioner or an individual employed by the federal government, or any individual engaged in the activities of an educational, charitable, religious, scientific, historical, literary or nonprofit organization where the employer-employee relationship does not, in fact, exist or where the services rendered to such organizations are on voluntary basis, or any individual engaged in baby sitting, or any individual employed in a bona fide executive, administrative or professional capacity or an outside salesman as defined in the regulations of the Federal Fair Labor Standards Act; or any individual employed by a nonprofit theater, provided such theater does not operate for more than seven months in any calendar year;

(g) A resort is defined as an establishment under one management whose principal function it is to offer lodging by the day, week, month or season, or part thereof, to vacationers or those in search of recreation;

(h) "Employ" means to employ or suffer to work;

(i) "Wage" means compensation due to an employee by reason of his employment;

(j) "Minimum fair wage" in any industry or occupation in this state means a wage of not less than two dollars and sixty-six cents per hour, and effective January 1, 1979, not less than two dollars and ninety-one cents per hour, and effective January 1, 1980, not less than three dollars and twelve cents per hour, and effective January 1, 1981, not less than three dollars and thirty-seven cents per hour, or one-half of one per cent rounded to the nearest whole cent more than the highest federal minimum wage, whichever is greater, except as may otherwise be established in accordance with the provisions of this part. All wage orders in effect on October 1, 1971, wherein a lower minimum fair wage has been established, are amended to provide for the payment of the minimum fair wage herein established except as hereinafter provided. Whenever the highest federal minimum wage is increased to the amount of said federal rate, rounded to the nearest whole cent, effective on the same date as the increase in the highest federal minimum wage, and shall apply to all wage orders and administrative regulation then in force. The rates for learners, beginners, and persons under the age of eighteen years shall be not less than eighty-five per cent of the minimum fair wage for the first two hundred hours of such employment and equal to the minimum fair wage thereafter, except institutional training programs specifically exempted by the commissioner.

Section 31-58a. **Minimum wage for minors in government or agricultural employment.** Notwithstanding the provisions of subsection (j) of section 31-58, minors between the ages of sixteen and eighteen years who are employees of the state or any political subdivision thereof shall be paid a minimum wage of not less than eighty-five per cent of the minimum fair wage as defined in said subsection, and notwithstanding the provisions of said subsection, minors between the ages of fourteen and eighteen who are agricultural employees shall be paid a minimum wage of not less than eighty-five per cent of the minimum fair wage as defined in said section except agricultural employees between the ages of fourteen and eighteen who are employed by employers who did not, during the preceding calendar year, employ eight or more workers at the same time shall be paid a minimum wage of not less than seventy per cent of the minimum wage as defined in said section 31-58.

Section 31-59. **Investigation.** The commissioner or any authorized representative of the commissioner shall have authority: (a) To investigate and ascertain the wages of persons employed in any occupation in the state; (b) to enter the place of business or employment of any employer of persons in any occupation for the purpose of examining and inspecting any and all books, registers, payrolls and other records of any such employer that in any way appertain to or have a bearing upon the question of wages of any such persons and for the purpose of ascertaining whether the provisions of this part and the orders of the commissioner have been and are being complied with; and (c) to require from such employer full and correct statements in writing, when the commissioner or any authorized representative of the commissioner deems necessary, of the wages paid to all persons in his employment. The commissioner may, on his own motion, and shall, on the petition of fifty or more residents of the state, cause an investigation to be made of the wages being paid to persons in any occupation to ascertain whether any substantial number of persons in such occupation is receiving less than a fair wage. If the commissioner is of the opinion that any substantial number of persons in any occupation or occupations is receiving less than a fair wage, he shall appoint a wage board as provided in section 31-61 to report upon the establishment of minimum fair wage rates of no less than the minimum fair wage as defined in section 31-58 for such persons in such occupation or occupations.

Section 31-60. **Payment of less than minimum or overtime wage. Regulation.** (a) Any employer who pays or agrees to pay to an employee less than the minimum fair wage or overtime wage shall be deemed in violation of the provisions of this part.

(b) The labor commissioner, after consultation with the board composed of not more than three representatives each of employers and employees in the occupation or industry affected and of an equal number of disinterested persons representing the public, shall make such regulations as may be appropriate to carry out the purposes of this part. Such regulations may include, but are not limited to, regulations defining and governing an executive, administrative or professional employee and outside salesmen; learners and apprentices, their number, proportion and length of service; piece rates in relation to time rates; and shall recognize, as part of the minimum fair wage, gratuities in an amount equal to twenty-three per cent of the minimum fair wage per hour for persons employed in the hotel and restaurant industry, which term shall include a hotel restaurant, and not to exceed thirty-five cents per hour in any other industry, and shall also recognize deductions and allowances for the value of board, in the amount of eighty-five cents for a full meal and forty-five cents for light meal, lodging, apparel or other items or services supplied by the employer; and other special conditions or circumstances which may be usual in a particular employer-employee relationship. The commissioner may provide, in such regulations, modifications of the minimum fair wage herein established for learners and apprentices; persons under the age of eighteen years; and for such special cases or classes of cases as the commissioner finds appropriate to prevent curtailment of employment opportunities, avoid undue hardship and safegaurd the minimum fair wage herein established. Regulations in effect on July 1, 1973, providing for a board deduction and allowance in an amount differing from that provided in this section shall be construed to be amended consistent herewith the necessity of convening a wage board or amending said regulations.

(c) Regulations of the commissioner issued pursuant to subsection (b) of this section shall be made only after publication and public hearing by the commissioner, at which hearing any person may be heard.

CODE OF FEDERAL REGULATIONS

FAIR LABOR STANDARDS ACT

Section 212. Child labor provisions. "Hot Goods Ban" - Innocent Purchasers. (a) No producer, manufacturer, or dealer shall ship or deliver for shipment in commerce any goods produced in an establishment situated in the United States in or about which within thirty days prior to the removal of such goods therefrom any

Apprenticeship Programs Available In State

Apprenticeship is a prescribed period of time during which an individual (apprentice) learns a trade through on-the-job training and classroom instruction.

In Connecticut, apprenticeship programs are usually from two to four years in length. Apprentices must be at least 16 years old. For more information, contact the Office of Job Training and Skill Development, Connecticut State Labor Department.

CONNECTICUT APPROVED APPRENTICESHIP PROGRAMS

- Appliance servicer
- Auto body repairer
- Auto mechanic
- Baker
- Boatbuilder
- Bookbinder
- Bricklayer
- Cabinetmaker
- Carpenter
- Carpet layer
- Cement mason
- Central office repairer and installer
- Construction equipment mechanic
- Cook
- Dental technician
- Die maker
- Diesel mechanic
- Die sinker
- Drafter
- Dry-wall applicator
- Electrical instrument repairer
- Electrician
- Electric motor repairer
- Electronics mechanic
- Embalmer
- Engrave, pantographic
- Farm equipment mechanic
- Firelighter
- Floor layer
- Four slide machine setter
- Front end mechanic
- Furniture finisher
- Gear cutting machine setup operator
- Glass blower
- Glazier
- Grinder setup operator
- Gunsmith
- Heat treater
- Injection-molding machine operator
- Instrumental technician
- Jeweler
- Land surveyor
- Line installer and repairer
- Locksmith
- Machine setter
- Machinist, automotive
- Machinist, machine shop
- Machinist, outside
- Maintenance machinist
- Maintenance, building
- Maintenance, industry
- Meat cutter
- Medical technician
- Metal fabricator
- Millwright
- Mold maker
- Motorcycle repair
- Office machine servicer
- Offset press operator
- Oil burner servicer
- Optician
- Ornamental iron worker
- Painter
- Patternmaker, wood
- Photographer, lithographic

Pipe coverer
Pipefitter (ships)
Plater
Plumber
Precision lens grinder
Refrigeration mechanic
Roffer
Screw machine setup
Sheet metal worker
Shipfitter
Small engine mechanic
Springmaker
Stationary engineer
Stripper (print)
TV and radio repair
Tool and die maker
Tool grinder
Tool maker
Turret lathe setup
Upholsterer
Wastewater plant operator
Web press operator
Welder, combination

FACTORS THAT ARE HELPFUL IN ADJUSTING TO MY TRAINING STATION

1. Basic human motives as they affect employer-employee relations
    a. Treat people as individuals
    b. Recognize that human behavior is unpredictable
    c. Don't pass the buck
    d. Be loyal to others
    e. Seek raises and promotions on merit
    f. Help build department and store morale

2. The student employee role in human relations in the business where he works
    a. How to do your job carefully
    b. How to help others when needed
    c. How to keep busy doing constructive work
    d. How to present your ideas
    e. How to make good instead of making excuses
    f. How to know yourself
        —Test yourself
        —Listen to your voice (Use a tape recorder)
    g. How to gain self-confidence
        —Knowledge of what you are to do
        —Knowledge of products
    h. How to instill in yourself a desire for success

3. Problems of adjusting to the job
    a. Learn the line of authority
    b. How to develop a "stick-to-it" attitude
    c. How to be resourceful
    d. How to be loyal to your store
    e. How to advance on the job
        —Do more than is expected
        —Be friendly
        —Accept and carry out responsibilities
        —Do not be afraid to ask questions
        —Show you are willing to learn
        —Plan work ahead of time
        —Look sharp
        —Compliment fellow workers
        —Do not be too "eager"
        —Learn the names of fellow workers
        —Do not join cliques
        —Learn the duties of your fellow workers
        —Learn about your fellow workers
        —Develop good personality traits
    f. Employer-employee problems
        —How to recognize a problem
        —How to gather facts about a problem

Employer and Employee Expectations: How to Keep Your Job

List the things an employer expects an employee to be:

1.
2.
3.
4.
5.
6.
7.

What can an employee expect of an employer?

1.
2.
3.
4.
5.
6.

Establishing Good Working Relationships

List the 13 ways to establish good working relationships with co-workers.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

What are some personality types you should try to avoid socializing with at work?

1.
2.
3.

WAGE QUESTIONNAIRE

1. What is the lowest take-home pay you would work for right now? Why?

2. What would be the lowest take-home pay you world work for if you were supporting yourself? Why?

3. What would be the lowest take-home pay you would accept if you were the sole support of two children? Why?

4. What would be the lowest take-home pay you would accept if you were married with no children and your husband or wife was also earning as much as you earn? Why?

5. Do other variables enter into these questions? (i.e. the kind of work? where you would work? benefits? etc.) Explain.

WAGES
ASSIGNMENT SHEET #1 - HOURLY PAY

1. Paul McKinley has a job washing dishes in a cafe. He works five days per week, eight hours per day. He is paid $4.70 for each hour he works.
   a. How many hours does he work each day? ____________
   b. How many hours does he work per week? ____________
   c. How much does he earn each day he works? ____________
   d. How much is his pay for the week? ____________
   e. If he only worked four days one week, how much would his pay be for that week? ____________

2. Wanda works as a janitor in an office building. She works eight hours per day Monday through Friday and four hours on Saturday. She is paid $4.50 for each hour she works.
   a. How many hours does she work per week? ____________
   b. How much does she get paid for a week? ____________
   c. Suppose she took a Saturday off one week, what would her pay be for that week? ____________

3. Joe Walker has a job working in a supermarket. He works 3½ hours per day Monday through Friday and five hours on Saturday. He is paid at a rate of $5.15 per hour.
   a. How many hours does he work per week? ____________
   b. How much would his pay be for one week? ____________

4. Marianne has a job working in a gas station. She works eight hours a day, six days per week. She is paid $4.80 for each hour she works.
   a. How many hours does she work per day? ____________
   b. How many hours does she work each week? ____________
   c. How much does she earn per day? ____________
   d. How much are her weekly wages? ____________

5. Jimmie Thrash works for a nursery. He works five days per week 4 hours per day. He is paid at the rate of $2.65 for each hour he works.
   a. How many hours does he work each day? ____________
   b. What is he paid per hour? ____________
   c. How much does he earn per day? ____________
   d. How many hours does he work per week? ____________
   e. How much does he earn per week? ____________

Unit VII: Occupational Safety and Health

Time Allotment: 2 weeks

Overview:

The unit on occupational safety and health presents perhaps one of the most important topics in the CWE curriculum. It is strongly suggested that you approach the students' assignments in this area from two perspectives. First, general safety practices - those "common sense" precautions that all family members, homeowners and workers should follow in their everyday activities. And secondly, specific safety practices that every student should be aware of in their particular training assignment.

It is the second aspect of safety instruction that coordinators experience the most difficulty in presenting. Considering the diversity of students and their varied training sites, no one coordinator should be expected to know all safety procedures for all students. For this reason, it is suggested that you include the exercise in this unit that requires each employer's input.

One last suggestion, safety instruction and practices should not be thought of in only those situations presenting a "life or death" situation. Safety practices should prevent us from the discomforts of the "hurts" accompanied with carelessness. In preventing the "minor accident" we may well be saving lives. That minor trip or fall could result in fatal accident.

Unit Outline:

I. Need for Safety
    A. Cost
        1. Financial
        2. Personal loss/pain
    B. For Employer & Employee
    C. For the individual consumer
II. Practice Safety
    A. Home
    B. Community
    C. Workplace
III. Common Causes of Accidents
    A. Contributing factors
        1. Environmental factors
        2. Unsafe behavior
        3. Inadequate knowledge
        4. Improper habits and attitudes
        5. Insufficient skills
    B. Classifying causes of accidents
    C. Precautions to follow
IV. Connecticut Workers
    A. Occupational injuries and illnesses report
    B. Work days lost
    C. Accident frequency within occupational areas
V. Job Analysis
    A. Hazardous tasks
    B. Safety practices required

VI. Eye Safety
    A. Home and community
    B. Workplace
    C. Protective eye wear
VII. First Aid
    A. Eye
    B. Bleeding
    C. Shock
VIII. Personal Protective Equipment and Clothing
IX. Lifting and Carrying
X. Hazardous Tools
    A. Recognizing them
    B. Precautions during use

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. state several reasons why safety is needed at home, at work and in the community.
2. estimate the financial cost of an accident.
3. identify situations where safety practices can provide personal protection for individual worker at a specific time.
4. describe potentially hazardous situations in their workplace and prescribe safety practices for each.
5. describe potentially hazardous tasks associated with their specific work assignment and prescribe safety practices for each.
6. list the five major factors that contribute to accidents.
7. list the basic first aid practices that should be followed for: chemical burns, specks in the eye, blows to the eye or cuts and punctures of the eye or eyelid.
8. describe the personal protective equipment and clothing that is needed for their job assignment.

Student Learning Activities:

1. Read Chapter 10, "Your Health and Safety" pp. 154-164 Read Chapter 7, "Hazards in the Work Environment, pp. 86-98	Kimbrell & Vineyard, Succeeding in the World Sooch, Carrier & Huck, Work: Pathway to Independent American Technical Society 1979
2. Survey accidents in their community	Work sheet: "Survey of Accidents In Your Community"
3. List potential hazards in their home and required precautions	Newspaper article: "Accidents Don't Have to Happen"
4. Write appropriate precautions to prevent accidents	Worksheet: "Safety Precautions"

5.	Listen to: Lifting People, Preventing Back Insuries	Slide tape presentation available from Workers' Compensation Commission, 1890 Dixwell Avenue, Hamden, CT 06514 1-800-223-WORK
6.	Watch: Rosie the Riverter	Film on working conditions 1-800-223-WORK
7.	Read: Back School	Booklet Worker's Compensation 1-800-223-WORK
8.	Discuss results of Occupational Injuries and Illnesses Report	Booklet/Report: Mordecai Leff Research Analyst, CT Labor Department, 200 Folly Brook Blvd., Wethersfield, CT 06109
9.	Discuss "First Aid for Eye Emergencies"	CT Society to Prevent Blindness, 589 Jordan Lane, Wethersfield, CT 06109
10.	Discuss eye protection during jump-starting cars	Society to Prevent Blindness slide presentation with cassette
11.	Discuss eye safety around the home Show: "Vision-A Treasure to Guard"	Society to Prevent Blindness 16 min. audio-cassette program
12.	Watch and discuss "How Much are Your Eyes Worth? Don't Push Your Luck"	16mm colored film, 13 min.
13.	Develop a safety worksheet for their training sites	Complete work sheet
14.	Discuss "Health Works!"	Article from Workers Compensation Commission
15.	Discuss first aid for bleeding and shock	Resource materials from school nurse or teacher of first aid course

Competencies Mastered by the Completion of this Unit:

1. Evaluate a work assignment regarding the potential hazards inherent in completing the task and take the necessary action to avoid an accident.
2. Demonstrate a concern for the safety of others.
3. Recognize the need to follow prescribed procedures.
4. Demonstrate safe working habits.
5. Understand the rights of the worker when he/she is injured at the workplace.
6. Understand the procedure an employee should follow when injured on-the-job.
7. Recognize the need for a safe and healthy environment, practice proper safety skills, and demonstrate a variety of basic life saving skills.

FREE FILMS & SLIDE SHOWS AVAILABLE

The following films and slide shows are available free from our Division. To make sure we have it for the time you want to show it, it's best to call a couple of weeks ahead to reserve it. You can either pick it up at our office or we can mail it to you. We have staff who can lead discussions for a meeting. We also have projection equipment available if you need it. Call us at 1-800-223-WORK to reserve shows.

1. Song of the Canary
   (Part I) An excellent documentary about workers at Oxy Chemical becoming sterile after exposure to DBCB. Very good on how OSHA works, how to discover hazards and disease, using union health and safety committees, using the media and cancer. 30 minutes

   (Part II) The Brown Lung movement and their struggles to get compensation for disease caused by cotton dust. 30 minutes

2. Working For Your Life
   Women's Occupational Health. Covers hazards of jobs that women often do as well as reproductive hazards. 1 hour

3. Your Job Or Your Life
   A slide/tape show on the politics and economics of occupational health. Very good at getting at the threat of runaway shops. 25 minutes

4. Who Will I Sentence Now?
   A very good Canadian film examinimg health and safety, cancer, and how occupational disease affects workers and their families. Has interviews with famous occupational doctors such as Irving Selikoff and Samuel Epstein, and also Tony Mazzochi, head of health and safety for the Oil, Chemical, and Atomic Workers. 30 minutes

5. Can't Take No More
   This is one of an OSHA series of very good films, produced in 1979. This one focuses on the history of occupational health. 30 minutes

6. Worker to Worker
   Another one of the OSHA films. This focuses on worker strategies to obtain better conditions. 30 minutes

7. OSHA
   The third of the series, this focuses on how to use the Occupational Safety and Health Administration. 30 minutes

8. Rosie the Riveter
   An excellent brand new film which shows the working conditions of women in World War II and after. 1 hour

9. More than a Paycheck
   A fairly good older OSHA film about occupational cancer. 30 minutes

10. Reproductive Hazards
    A good videotape about how reproductive hazards affect both women and men. Made by the Painters Union, some is specifically about painters, but a lot of good general information as well. 20 minutes

11. The Shop Accident
    A University of Wisconsin film about an OSHA safety inspection. 30 minutes

12. Health Hazard in the Shop
Same as the above about health hazards. 30 minutes

13. Ohio State Hazard Recognition Film Series
    a. Introduction to Hazardous Substances. 30 minutes
    b. Noise (2 parts) 40 minutes
    c. Welding, cutting and Brazing 25 minutes
    d. Ventilation 25 minutes

14. Dr. Epstein Talks about Chemicals in the Workplace
A good, short videotape. 8 minutes

15. Working Conditions
Primarily intended for medical students, this features interviews with Connecticut workers and doctors. 30 minute videotape

16. Asbestos and Your Health
A slide-tape program on the hazards of asbestos and how to remove it. 20 minutes

17. Health Hazards of Construction
A slide-tape program on health (not safety) hazards such as welding, asbestos and other dusts, solvents, metals, and a lot else. About 30 minutes

18. Fighting Workplace Cancer
An excellent slide-tape program on what cancer is, some common substances that cause cancer, and how to work to get rid of hazards. Produced by the United Auto Workers. About 20 minutes

19. Carpal Tunnel Syndrome
A slide-tape program on Carpal Tunnel Syndrome, which is a disease of the nerves in the wrist caused by repeated movements of the hand. This program is produced by the Food and Commercial Workers and so is focused on workers in those settings, but it has more general applicability. About 20 minutes

20. Lifting People; Preventing Back Injuries
A slide/tape show showing proper techniques for lifting patients in a health care setting. 22 minutes

21. Taking Out Asbestos and Stayling Alive
A very good slide/tape show on how to properly remove asbestos. It was produced for the International Association of Heat, Frost, Insulation, and Asbestos Workers by the Workers' Institute for Safety and Health. 12 minutes

22. Zero Energy
A slide/tape show of how to prevent serious accidents during maintenance and other times by ensuring that a machine is properly "locked out" so that it cannot move or be activated while the work is in progress. Produced by the United Auto Workers. 10 minutes

23. Pink Collar
A very good slide/tape show on the health and safety hazards of clerical workers, including stress, sexual harassment, indoor air pollution and video display terminals. Produced by the Labor Occupational Health Program at the University of California. About 20 minutes.

24. First Line of Defense: Health and Safety Committees at Work
A good overview of what an effective health and safety committee should do. Slide/tape, about 20 minutes. Produced by the American Labor Education Center.

SAFETY IN A COOPERATIVE INDUSTRIAL EDUCATION PROGRAM

At the turn of the century, work accidents were one of the industries most severe problems. More than 50 out of each 100,000 workers were killed annually as a result of work injuries. Some accident prevention efforts were undertaken, and workman's compensation laws were put into effect. There was, however, no national organized effort to reduce the accidental death toll until 1912 when a small group of safety specialists met, under the auspicies of the Association of Iron and Steel Electrical Engineers to formulate plans and declare war on work accidents. One year later, a group called the National Council for Industrial Safety, became a clearing house for safety information and a promoter of industrial safety.

The past half century of organized accident prevention has witnessed a two-thirds reduction of accidents. Safety enforcement, however, is still of major industrial concern since annually approximately 14,000 workers are killed and 200,000 workers are injured.

Accidents can be prevented through a valid safety program. It is a fallacy to think that a plant is safe because it has complied with safety rules established by state and local government, or because there is recorded on paper a file claiming a safety program. A plant is safe when every man -- from the highest ranking man of the management team to the newest employee within the company -- thinks safety.

Accidents can be avoided! It may require that we will call "Preventive Safety Maintenance" "Zero Accidents." We must be aware of how accidents are caused and what precautions we must take in order to avoid needless accidents.

There is a strategy of avoiding accidents and that is the removal of all unnecessary dangers as well as a compensation for those factors which cannot be removed. Technological advancements, while adding to life's enrichment, multiply life's dangers. In order to reduce this still outrageous accident rate, we must first identify those known causes of accidents.

The authors have developed "Goal Statements" to follow in avoiding common and needless causes of accidents:

- Accidents are most likely to occur when certain unsafe conditions or combinations of such conditions exist.
- We must alleviate those unsafe conditions over which we have control, e.g.
    - Reckless driving
    - Improper handling of tools
    - Shunning safety devices
    - Improper handling of heavy items

- Lack of knowledge on how to use equipment
- Horseplaying
- Etc. (Students should be encouraged to brainstorm those conditions which can be controlled.)

Conditions which we do not have ultimate control over are:

- Acts of nature - such as rain, snow, sleet, etc.
- Acts of other individuals such as drunken drivers, careless individuals, etc.
- Acts of war

Although we cannot control the above acts we should exercise definite precautions that will help reduce possibilities of accidents.

- Use snow tires or chains when driving in snow

- Drive slow in rain - make sure windshield wipers are in good working order
- Do not use electrical power tools outdoors when it is raining.
- Adhere to strict enforcement of rules

As above - Brainstorm the precautions one should follow to avoid accidents in connection with the conditions listed above.

Additional approaches the authors have found to work in teaching safety in the related class are:

- Supply the student with sufficient information so that they can intelligently discuss safety procedures in class.

- Have students bring in newspaper clippings of accidents to help stimulate class discussion.

- Have the students list five areas where accidents are most likely to occur, e.g., home, auto, personal, industrial, public.

- Then have the students list at least five non-contributing conditions and five contributing conditions that could be the cause for each accident.

- From the above list have the student choose one accident to describe to the class outlining the procedures that could have been employed to prevent the accident.

Develop a lesson on protective devices covering:

- Eye and face protection
- Ear protection
- Head protection
- Hands and arm protection
- Feet and legs protection
- Trunk protection
- Respiratory system protection

Stress the following safety hints:

1. Stay alert and stay alive. The more wide awake a worker is the less likely he is to get hurt. If you don't understand how to operate a tool or perform a task, ask! Don't just guess and muddle through. Make sure you know in advance, the correct, safe way to do it.

2. Wear the right clothes. Clothes should fit snugly. Anything that can catch in machinery or trip you is taboo.

3. Use the right tools. If you need a hammer get a hammer. It may be handier to use a pair of pliers, wrench, or screwdriver, or even your fist. But you will have only yourself to blame if you break your fingers.

4. Learn how to lift. Lifting takes more than muscle; it is an art. Don't try to show how strong you are; you may end up in the hospital. Get help to handle anything that is too heavy or cumbersome to you.

5. Don't be a prankster. Practical jokes and horseplay can be dangerous around machinery. If you feel the urge to frolic resist it until you are away from danger.

6. Be tidy. Good housekeeping reduces hazards in the shop or home. Always put away tools when they are not in use. Keep floors clean, pick up scraps, wipe up spilled liquids. A slide or trip can be serious.

7. Reporting is important. Never fail to report all accidents, defective equipment, and unsafe conditions. Keeping a machine going with bailing wires might seem ingenious at the time, but it might cost somebody's life.

8. Get first aid at once if you're hurt; even if it is just a scratch. Have an injury treated. Neglect may lead to serious infection.

9. Back your safety program. If you have an idea you believe will reduce accidents, tell your teacher about it. Set an example by obeying all safety rules.

10. Never take a chance. Next to sheer carelessness, the short cut is probably the biggest danger of all. To save a minute or two you may lose a lifetime. Whatever you are doing, if you are not doing it safely, you are not doing it right.

The teacher-coordinator must tie this unit together by bringing the students to the following conclusion that a person who thinks, works and acts safely will:

- Seek out the proper knowledge and use of the equipment he is working with.
- Take the time to understand all the conditions connected to the task.
- Understand and adhere to the safety rules pertaining to the job, as well as everyday life activities.
- Develop the proper attitudes and habits that will make a safe person.
- Organize the thinking and behavior to analyze unsafe acts and to take the necessary steps to correct the unsafe situation.

Hazards may be categorized into two types, unsafe practices and unsafe conditions.

UNSAFE CONDITIONS

1. Absence of adequate warning systems
2. Absence of proper safety guards
3. Poor general physical conditions
4. Poor arrangement, placement, or storage of supplies, tools and equipment
5. Defective equipment
6. Inadequate lighting
7. Handling dangerous substances without safeguards
8. Protruding objects
9. Poor fire and explosion protection
10. Poor ventilation
11. Crammed or low clearance working conditions
12. High level of noise
13. Unsafe electrical system
14. Poor evacuation facilities
15. Poor emergency shut down equipment
16. Defective moving and/or unguarded equipment

Unsafe Practices

1. Using equipment without permission and/or supervision
2. Removing safety guards or devices thus endangering the worker and others around him/her
3. Using defective tools
4. Using tools unsafely
5. Failure to warn co-workers of possible hazards
6. Positioning oneself in an unsafe area
7. Horseplay
8. Not wearing personal protective equipment
9. Adjusting moving or running equipment

Here are seven basic actions we must look for when we observe for hazards:

1. Falling
2. Over-exertion
3. Getting caught on
4. Getting struck by
5. Getting struck against
6. Getting caught between
7. Physical condition

90 PERCENT OF ALL ACCIDENTS ARE CAUSED BY PEOPLE

What can you do to prevent accidents?

1. Study your job and know what could cause accidents to occur.

2. Report all hazards that you see and correct those you can.

3. Do your job in the safe way even if you feel a "shortcut" can get it done faster.

4. Ask for help when it is needed and avoid taking unnecessary risks.

5. Plan safety into every job you are asked to do.

Do these things and lessen the number of accidents caused by people!

TEN GENERAL SAFETY RULES

1. COMPLY WITH ALL PLANT SAFETY RULES AND SIGNS.

2. FOLLOW ALL INSTRUCTIONS. DO NOT TAKE CHANCES. IF YOU DON'T KNOW THE RULE OR PROCEDURES, ASK!

3. CORRECT OR REPORT ALL UNSAFE CONDITIONS IMMEDIATELY.

4. USE PRESCRIBED PROTECTIVE EQUIPMENT. WEAR PROPERLY FITTED CLOTHES.

5. REPORT ALL ACCIDENTS, GET FIRST AID PROMPTLY.

6. USE, ADJUST, AND REPAIR EQUIPMENT ONLY WHEN AUTHORIZED. IF NOT AUTHORIZED, REPORT HAZARDS IMMEDIATELY.

7. USE THE RIGHT TOOL FOR THE JOB. USE IT CORRECTLY AND SAFELY.

8. WHEN LIFTING, BEND KNEES. GET HELP FOR HEAVY LOADS.

9. DO NOT INDULGE IN HORSEPLAY.

10. KEEP EVERYTHING CLEAN.

Basic accident causes may be laid to two basic faults:

a. Personal and b. Mechanical and material faults.

Personal faults can be broken down into the following categories:

A. Instruction

B. Inability of Employee
    a. Inexperience
    b. Lack of skill
    c. Ignorance
    d. Poor judgment

C. Poor discipline

D. Lack of Concentration

E. Unsafe practice
    a. Taking unnecessary risks
    b. Short cuts
    c. Working too fast

F. Mental Unfitness
    a. Sluggishness or fatigue
    b. Violent Temper
    c. Excitability

- G. Physical Unfitness

Mechanical and material faults:

- A. Physical Hazards
    - a. Ineffectively guarded
    - b. Unsafe design
- B. Poor Housekeeping
- C. Defective Equipment
- D. Unsafe building conditions
    - a. Fire
    - b. Openings
    - c. Floors
    - d. Walls
- E. Improper Working Conditions
    - a. Ventilation
    - b. Lighting
- F. Improper Planning
- G. Improper Dress
    - a. Goggles, gloves, etc.
    - b. Long sleeves, Loose clothing

Unit VIII: Eliminating Sex Stereotyping

Time Allotment: 1 week

Overview:

The purpose of this unit is to provide the student with experiences leading to an increased awareness of the ever increasing presence of women in the labor force. The student shall gain insight and appreciation for the need to resolve the issues of parity and social equality. The student will develop an increased awareness of the pressing social pressures for sex equity in the workplace.

Unit Outline:

I. Women at Work
    A. Work force composition
    B. Emerging trends
    C. Education and the job market
    D. Economic considerations
    E. The issue of childcare
    F. Issues of parity
    G. The influence of the women's movements
II. Working Mothers
    A. Training and employment opportunities
    B. Childcare facilities
        1. Company trends
        2. Private facilities
        3. Current legislation
    C. Evolving roles for today's men and women
III. Competing in the Workplace
    A. Parity issues
        1. Equal work, equal pay
        2. Equal promotional opportunities
        3. Permanence in the workplace
        4. Work force composition in the 1990's
IV. Occupational Trends
    A. Present educational opportunities
    B. Competitive women
    C. Changing face of the professions
    D. Future work force
    E. Emerging policies
V. Dealing with Sexual harassment
    A. Definition of "sexual harassment"
    B. Strategies of coping with sexual harassment in the workplace

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. define sex equity.
2. define the current composition of the work force.
3. identify three major fields in which females will have opportunities for sound career growth over the next decade.
4. state two special problems a mother must resolve in order to enter the work force

5. identify three specific occupations in which pay equity exists between the sexes.
6. cite two fields of employment in which a woman has an opportunity for career advancement equal to a man's.
7. explain current state legislation as it relates to the issues of maternity leave and child care.
8. identify three specific occupational fields in which women will be in the majority in the 1990's.
9. define and explain the meaning of sexual harassment in the workplace.
10. develop two strategies to deal with sexual harassment in the workplace.

Student Learning Activities:

1.	Complete a series of selected readings with accompanying teacher prepared worksheets (Q & A, discussions, quizzes, etc.)	Select current articles from periodicals, magazines, journals, selected publications, etc. Prepare and duplicate study guide worksheets
2.	Assign individual student reports to be shared with the class on specific dates. Student presentations with question and answer session	Select topics of current high interest as they relate specifically to the issue of women's rights
3.	Speaker: Guidance counselor Topic: Career opportunities for women today. Question and answer session	Guidance department
4.	Speaker: Professional woman Topic: discuss opportunities for women in today's work force. Question and answer session	Local Chapter of Women's Network
5.	View film (VCR) Topic: "Not with My Sister You Don't" Follow up discussion	UAW Regional Facility, Film Library, Farmington, CT
6.	Selected reading dealing with sexual harassment and accompanying study guide worksheet. Discussion with teacher as class leader	UAW case study from Educational Department of Regional UAW Office, Farmington, CT

Competencies Mastered by the Completion of this Unit:

1. Appreciate his/her worth as a unique and capable individual and exhibit self-esteem.

2. Develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future.

3. Strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

4. Develop productive and satisfying relationships with others based upon mutual respect.

5. Develop a sensitivity to, and an understanding of, the needs, opinions, concerns and customs of others.

6. Recognize the necessity for moral and ethical conduct in a society.

7. Recognize fallacies and examine arguments from various points of view.

BARBARA & STEVE - ROLE EXPECTATIONS

Steve and Barbara were married during their senior year at State University. Barbara continued her education and completed her Masters Degree in Business Administration, and Steve found a teaching job. At the end of the year Barbara joined a large retail chain company and went to work in Denver, Colorado. Steve quit his teaching position, but found another teaching job in Denver. After two years Barbara was transferred to San Francisco. Once again Steve quit his teaching job at mid-year, and found another job in a suburb of San Francisco. Two years later Barbara had a baby and Steve resigned his teaching job to stay home and raise the beginning of a family.

As Barbara completed her management training, she was transferred to a large store in Houston, Texas. In order to create the personal contacts that Barbara deemed advantageous to her career, she began a very active social career. At least twice a week they went out for the evening with employees or important customers. Steve became extremely skilled at graceful social interaction, and at carefully avoiding controversial issues that generate tension. Steve also became highly adept at hosting dinners and parties in their home. He learned to cook gourmet dinners with rare cheeses, wines, and sauces, and soon became known as the most accomplished host in their social circle.

When Barbara was promoted to the Houston store manager, Steve was extremely proud of Barbara, and he was also secretly pleased with himself as he felt he had been a contributing factor in her success.

STEVE & BARBARA - ROLE EXPECTATIONS

Steve and Barbara were married during their senior year at State University. Steve continued his education and completed his Masters Degree in Business Administration and Barbara found a teaching job to support them during the year. At the end of the year Steve joined a large retail chain company and went to work in Denver, Colorado. Barbara quit her teaching position, but found another teaching job in Denver. After two years Steve was transferred to San Francisco. Once again Barb quit her teaching job at mid-year, and found another job in a suburb of San Francisco. Two years later Barbara had a baby and resigned her teaching job to stay home and raise the beginning of a family.

As Steve completed his management training, he was transferred to a large store in Houston, Texas. In order to create the personal contacts that Steve deemed advantageous to his career, he began a very active social career. At least twice a week they went out for the evening with employees or important customers. Barbara became extremely skilled at graceful social interaction, and at carefully avoiding controversial issues that generate tension. Barbara also became highly adept at hostessing dinners with rare cheeses, wines, and sauces, and soon became known as the most accomplished hostess in their social circle.

When Steve was promoted to the Houston store manager, Barbara was extremely proud of Steve, and she was also secretly pleased with herself as she felt she had been a contributing factor in his success.

ACTIVITY
MALE/FEMALE ROLES

Below is a list of qualities. In Column I check off those qualities which you think describe yourself. Fill in Column II, placing an "M" next to those qualities you usually associate with men; a "W" next to those qualities usually associated with women; or a "B" next to those qualities you associate with both sexes equally. Do not go back and change any answers.

Column I Column II

________________ athletic
________________ active
________________ self-confident
________________ decisive
________________ shrewd
________________ home-loving
________________ aggressive
________________ sensitive
________________ dedicated
________________ emotional
________________ kind
________________ logical
________________ independent

Column I Column II

________________ talks a lot
________________ moody
________________ strong
________________ good with children
________________ responsible
________________ wants to get ahead
________________ patient
________________ hysterical
________________ organized
________________ sincere
________________ good with numbers
________________ loving
________________ neat in habits

SUMMARY:

Answer the following questions:

How many adjectives did you think applied mostly to men? ________

How many adjectives did you think applied mostly to women? ________

How many did you think applied equally to both sexes? ________

Note the adjectives you checked off as describing yourself. In how many cases did you have a check followed by an "M: (if you are male) or a check followed by a "W" (if you are a female)? ________

In how many cases was your checkmark followed by a letter symbolizing the opposite sex? ________

ACTIVITY

WHAT'S LEGAL?

You apply for an executive training program in retail sales. You are accepted, but the salary offered you is less than that of a comparable trainee who is a man. What are your rights? (See booklet, "Women's Job Rights: And How to Use Them"). What action would you take?

In the above case you have some legal rights and you would be well advised to explore them. You might choose, however, to take other action. The fact is that the person in this situation does have a choice. Some alternatives might be to accept the position and the lower salary, to look for another job, or to stay in your current position.

All these alternatives have been chosen by some women and each might be the best for a specific person. The point is that a choice does exist and each has its advantages and disadvantages as far as the individual decider is concerned. You must know yourself and have determined what your short-term objectives and long-term goals are in order to make the right decision for you.

ROLE PLAYING INTERVIEWS

1. With a classmate of the opposite sex, role play the following job interview: A woman is being interviewed by a man for a position selling small home appliances door to door. The man has already decided that he does not want a woman salesperson.

2. Changing roles, play the following job interview: A man is applying for a nursing position. He has good credentials. A woman head nurse is interviewing him. The head nurse does not feel that nursing is a male occupation.

Discuss both of these role playing situations centering on the following themes:
a. The difficulty in getting to know a person in a short time span.
b. Your feeling as an interviewee about being evaluated on the basis of your sex rather than your qualifications for a position.

DISCUSSION QUESTIONS

1. Have you ever experienced discrimination in school? In what way? When applying for work or when you were on a job, in what way? How did you handle it? Were you satisfied with the way you handled it or did you think of a better way later?

2. Have law suits against business firms that have practiced discrimination helped or hurt business women as a whole? How?

3. When dealing with a woman in business, do you tend to assume that your superior will be male? Why?

4. Do you agree that women executives have to be smarter, better prepared and work harder than men to get to the top in business?

5. Have local, state and federal governments done enough to help working mothers? How can they be persuaded to do more?

SEXUAL HARRASSMENT WORKSHEET NAME____________________________

Directions: After viewing the video tape "Not with my Sister" complete this worksheet. It will help you to identify and define sexual harassment in the work place and to understand the impact it has on the victim.

1. Under the law, sexual harassment is defined as when sexual demands:
   a. result in physical contact
   b. cause the worker to file a written complaint
   c. affect the worker's job performance
   d. continue to be made after the victim has asked for it to stop

2. Sexual harassment must have what degree of passion shown by the perpetrator (aggressor)
   a. a lot. otherwise it is not harassment
   b. a significant amount
   c. any amount
   d. none

3. It is advised that you complain
   a. only when you can not take any more
   b. only when you have documented it
   c. when you have a witness
   d. whenever it happens

4. _____% of female employees have reported some form of sexual harassment.
   a. 10 b. 25 c. 50 d. 75 e. 90

5. Research shows that most victims are
   a. young and inexperienced
   b. professionals
   c. technical workers
   d. management trainees
   e. truck drivers

6. The most common characteristics of victims are that they
   a. dress in a provocative manner
   b. are of better than average appearance
   c. act overly friendly
   d. are well established employees
   e. have a greater than average need to keep their jobs

7. Sexual harassment is _____ to the factory.
   a. limited
   b. almost exclusively limited
   c. not limited
   d. not common

8. Victims reported that sexual harassment has had what effect on their personalities?
   a. none
   b. very little
   c. it is forgotten once they leave work
   d. a strong but short term effect
   e. a very long term and detrimental effect

9. In order to be considered sexual harassment, when an employer makes a demand the employee must
   a. consent or give in
   b. resist initially but later given in
   c. totally resist
   d. give in or resist, it's still sexual harassment

10. What are several of the adjectives used to describe men who sexually harass their co-workers? List three _______________, _______________, _______________
    powerful weak demanding mellow sick stupid criminal insecure established angry hostile

11. Complete the three words that define sexual harassment: It is U__________
    S__________ A__________

12. There are six effective steps to the prevention and elimination of sexual harassment in the work place, they are: Tell the harasser ____________________.

13. Keep ________________________________

14. Get ________________________________

15. Obtain and keep ________________________________

16. Get ________________________________

17. ________________________________

18. Complete these words to identify the film's sponsor
U______________ A____________ W____________.

19. The UAW's position on sexual harassment is that
   a. it's a problem that needs greater study
   b. it's an insult to the dignity of the worker
   c. they want to remain neutral as it affects both employer and worker
   d. they recommend the worker accept it as "coming with the territory"
   e. they want the Federal Government to pass a law against it

20. T F In its initial stages, most men do not think harassment is harmful and often do it as a joke.

21. T F Sexual harassment will frequently result in the victim quitting or in being fired, particularly when they complain.

22. T F There must be physical contact made before action can be taken on a sexual harassment complaint.

23. T F All of the harassors know that they are making the victim uncomfortable, that is why they do it.

24. T F One of the victims became so upset that she actually physically attacked one of her harassers

25. T F Of the five victims interviewed, the victim who received the most blatant and visible harassment was the office manager.

26. Short essay question: Below write a paragraph giving some of the reasons why you think one worker will harass another worker. In the second paragraph give some examples of what you feel is sexual harassment and finally what can the victim do about it.

Unit IX: Developing the Training Plan and Job Description

Time Allotment: 1 week

Overview:

The training plan is an outline of the expected learning experiences that each student will have at their training station. It is an excellent means of communicating with the employer so both student and employer understand the student's role with the company. Along with the job description, the training plan is extremely useful in relating past experiences to the requirements of future jobs during the job interview.

Unit Outline:

I. Occupational Research
    A. Occupational job manual
        1. Background data
        2. Job requirements
        3. Skills and competencies
    B. Weekly work activity report forms
        1. Regular activities
        2. Occasional duties
II. The Job Description
    A. Expected format
    B. Content
III. The Training Plan
    A. Orientation
    B. Safety and health
    C. Equipment operated
    D. Regular tasks
    E. Occasional tasks

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. complete a Job Occupational Manual of their job training section. (utilize VICA manual guidelines)
2. record hours, duties and specific tasks on a weekly basis.
3. evaluate his/her working conditions at training site in the following ways: pay rates, duties, fringe benefits and opportunities for advancement.
4. conduct an individual research project or survey at job training station.
5. write comprehensive job description of training area utilizing DOT and Occupational Outlook Handbook.
6. write a training plan outlining all expected on-the-job learning experiences.

Student Learning Activities:

1. Develop job occupational manual (VICA guidelines) (copy enclosed)	Individual training station, co-op coordinator, career center
2. Develop comprehensive job description of training area	Training station supervision, co-op coordinator

3. List all safety and health guidelines at training area	Company handbook, personnel department, training supervisor
4. List five weaknesses, five strengths as they relate to specific duties on training site	Consultation, training supervisor and co-op coordinator, career center resources

Related Vocabulary

Task

Training plan

Policies

Long term goals

Short term goals

Working conditions

Job description

Career objective

OSHA regulations

Chain of command

Training station

Objective

Overview:

The Training Plan describes the educational plan for which the student will receive school credit for occupational experience. It outlines those training activities which the student will learn to perform while on-the-job as well as shows the student-trainee's career objectives.

The Training Plan is used as a master guide for related instruction, evaluation of the student's progress, evaluation of training station, affecting job or task rotations for the student/trainee. The Training Plan should be developed cooperatively with the (1) cooperating employer (firm); (2) teacher/coordinator; and (3) the student/trainee. It assists the cooperating employer in assigning work to the student/trainee and helps the teacher/coordinator correlate related classroom instruction with the job experiences. The Training Plan provides a guide for evaluation of progress, for the student, employer and coordinator.

In completing the Training Plan, specific tasks must be listed and methods of achievement. The plan should consist of four parts: job title, job description, an outline of the major jobs or learning experiences that must be learned, and then in great detail, list all of the tasks involved in each job or learning experience. By doing the Training Plan this way, the cooperating employer would be able to train the student for specific tasks on the job and provide as many different learning experiences as possible throughout the year. The teacher/coordinator, by knowing the type of tasks assigned to the student and the training that is provided, will be able to assign in-school learning projects that (a) provide remedial training in basic skills if necessary; (b) utilize the job tasks and complement the training provided by the job supervisor; (c) provide training for skills that a student needs prior to rotating to a new task at the training station; and/or (d) prepare the student to advance to a level nearer the stated career objective.

STATEMENT OF PURPOSE

At the end of this training period, the student will know the duties of a real estate clerk/receptionist and will perform the duties of this job.

It is important to remember that with the necessary training, education and/or experience, a student can eventually work in any field. There is no such thing as a man's or woman's job anymore. Title VII of the Civil Rights Act of 1964 (as amended by the Equal Employment Opportunities Act of 1972) prohibits employment discrimination on the basis of race, color, religion, sex or national origin. The law was amended October, 1978 to cover pregnancy.

Students should be encouraged to enter the non-traditional areas because of the tremendous opportunity that is available in these areas.

Cooperative Work Education

Sample Training Plan

The ______________________________ and ______________________________ and
Employer School

______________________________ agree to undertake a Cooperative Work Education/
Student
Diversified Occupations Program for the purpose of providing training in

______________________________ beginning ______________, 19____ and ending
Occupation

____________________, 19____. ______________________________ will be provided the
Student
opportunity to perform at least the following skills or jobs:

	Performance Objective Achieved	
	Student	Employer
1. Orientation		
Introduction to personnel		
Tour of company		
Review of company policy and rules		
Explanation of benefits and working conditions		
2. Safety		
Location of exits		
Location of fire extinguishers		
Proper use of safety equipment (extinguishers)		
3. Equipment used (if applicable)		
4. Regular Job Tasks (list)		
5. Human relations		
a. A customer service policy		
b. Complaint procedures		
6. Occasional expected duties		

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL SERVICES

COOPERATIVE WORK EDUCATION/DIVERSIFIED OCCUPATIONS
PERFORMANCE OBJECTIVES

the ______________________________ and ______________________________ and
Employer School

______________________________ agree to undertake a Cooperative Work
Student

Education/Diversified Occupations Program for the purpose of providing training

in ______________________________ beginning ______________________________ .19_____
Occupation

and ending ______________________________, 19____. ______________________________
Student

will be provided the opportunity to perform at least the following skills or jobs:

		Performance Objective Achieved	
		Student	Employer
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

____
Student

____
Employer

____
Teacher-Coordinator

5409U/rb

RECORD OF HOURS WORKED AND TASKS PERFORMED IN JOB PLACEMENT EXPERIENCE

DIRECTIONS: Account for each day of job placement experience. Use a separate line for each major task and the approximate time spent on the task. (See the example below which illustrates recording four tasks experienced during one day of job placement experience.)

In order to be reasonably accurate, record of job placement experiences should be made on a daily basis. Time should be taken at the close of each job placement experience for recording the tasks performed.

Date Mo./Day/Yr.	LIST OF MAJOR TASKS PERFORMED (Use the same wording as in the Occupational Task and Proficiency Record)	Hours Worked
	Replace and adjust spark plugs	½
	Install and service battery	1
	Lubricate equipment	½
	Install equipment safety devices	1½

TOTAL HOURS WORKED TO DATE ______

YOUR TRAINING PLAN

DIRECTIONS: The plan should consist of four parts:

A. Your Job Title:

This is the word or words that identifies the type of work you do. Example: Kitchen helper.

Write your Job Title ______________________________

B. Job Description

Write one or two paragraphs that describe the nature of your work. The first sentence should explain in what area your work is classified. Example: The Kitchen Helper performs various duties within the food service trades.

Second Sentence: Give examples of these duties, i.e., These duties include assisting the cook in preparing the food; preping, cleaning, and ordering are other duties. The helper is expected to work under the supervision of the cook and do most of the basics.

The rest of the description should explain where and when this work is normally done. Example: A successful helper can be promoted to cook. They usually start at minimum wage, must be clean-cut, neat, and know how to use dishwashers, stoves, and sometimes slicers.

Write your Job Description ______________________________

____

____

C. Task Outline

Write the major tasks you've learned during the year. Use your Career Diary.

The third part of your plan is an outline of the major jobs or learning experiences that you must learn. Examples:

I. Orientation
II. Safety Instruction
III. Cleaning Procedures
IV. Use of Equipment
V. Inventory Control of Supplies and Foodstuffs
VI. Preparation of Food
VII. Serving

C. Continued

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

D. The final part of your plan takes each of the above jobs and in great detail lists all of the tasks involved in each one.

Example:

I. Orientation

  A. Introduction to Personnel

  B. Tour of the Facilities

  C. Company Handbook

    1. company policies
    2. employee benefits

II. Safety Training

  A. Emergency Procedures

    1. location of fire exits
    2. location of fire extinguishers

  B. Personnel Protection

    1. use of extinguishers
    2. proper protective clothing
    3. proper lifting procedures

As you can see, the plan follows an outline form listing each major heading with a Roman Numeral I, II, III, IV, V, IV, VII, etc.

If there is a subheading under it, then a Capital letter is used.

Continuing with our example:

Sample List Of Tasks Performed By A Food Service Worker

III. Cleaning Procedures

- A. Areas to be cleaned
  1. equipment at the end of each day
  2. floors daily
  3. walls as needed
  4. pots and pans after each use
  5. grill and stove
- B. Proper use of Detergents
  1. amino acids
  2. solvents
  3. wax and cleaners
- C. Knowledge of Local Health Codes

IV. Use of Equipment

- A. Dishwasher
  1. starting procedures
  2. operation
  3. maintenance
- B. Slicer
  1. loading of foodstuff
  2. safe operation
  3. maintenance
- C. Grill and Stoves
  1. controls
  2. temperature adjustments
  3. timers
  4. basic maintenance
  5. common safety procedures
- D. Floor Buffer

V. Inventory Control

- A. Shipping and Receiving
- B. Recommended on-hand supplies
  1. food items
  2. cleaning supplies
- C. Re-Ordering Procedures
  1. proper forms
     - a. requisitions
     - b. purchase orders
  2. approved vendors

TRAINING PLAN, SHORT-ORDER COOK

This training outline is a pattern of learning experiences designed for

________________________________, which will lead the student to a career as
(Student's Name)
a trained, experienced ______________________________. The student will have
(Job Title)
the opportunity to learn useful skills under actual working conditions as found

on __________________ job with the ____.
(his or her) (Training Station)

SKILLS TO BE LEARNED ON-THE-JOB:

1. Making salad platters.
2. Making club sandwiches.
3. Making plain and combo sandwiches.
4. Cooking eggs to order: up, over, soft, basted.
5. Grilling to order: burgers, steak, liver, etc.
6. Baking waffles, pancakes, crepes.
7. Setting up working station-salad bar.
8. Cleaning grill, fryer, salad bar.
9. Storing foodstuffs, left-overs, rotating foods.
10. Making omelettes, a la carte platters.
11. Using the slicers, grinders, mixers, and choppers.
12. Packaging "to go" orders.
13. Sauteing onions and liver, browning meats.
14. Making french fried potatoes, onions.
15. Making coffee (urn, Silex, or Cory).
16. Preparing foods for work-station: slicing tomatoes, toasting breads, crisping bacon.
17. Reconstituting prepared foods.
18. Learning menu changes.

SKILLS TO BE LEARNED IN THE CLASSROOM:

1. Reading codes, grades of meat and eggs.
2. Reading guest checks and learning abbreviations.
3. Learning and using sanitation codes.
4. Becoming familiar with cleaning materials and techniques.
5. Learning inventory procedures and use of FIFO.
6. Learning sizes of containers and standard packaging.
7. Learning costs, portions, and costing meals.
8. Understanding role of spices and flavorings.
9. Understanding cooking procedures and their use.
10. Grading and judging foods.
11. Weighing and packaging.
12. Learning the background of food use.
13. Learning the customer's side of meals.
14. Learning ordering procedures.
15. Becoming familiar with restaurant supplies, types, and sources.
16. Learning alternate methods of serving foods.
17. Finding out about other cooks' jobs and job requirements.

TRAINING PLAN, DEPARTMENT STORE CREDIT CLERK

Description - Department Store Credit Clerk: The credit clerk must learn the clerical procedures involved in receiving, processing, and accepting or rejecting applications for credit. He/she must learn how to create and maintain customer good will through the credit operation. Eventually, as a credit manager, the person is responsible for judging the acceptability of credit applications and for establishing credit limits.

Career Objective - Retail Store Credit Manager

Areas of Experience and Training:

	Planned learning		Date & initial
	in class	on job	when mastered
1. Public Relations			
a. Customer relations			
b. Characteristics of merchandise			
c. Understanding other store personnel			
2. Telephone Techniques			
a. Store's system of telephoning			
b. Representing the store			
3. Filing			
a. Efficient systems			
b. Store's system			
c. Ways to improve the store's system			
4. Bookkeeping			
a. Appreciation of accurate records			
b. Writing legibly			
c. Keeping basic stock records			
5. Typing skills			
a. Accuracy and speed			
b. Typing credit letters			
c. Filling out credit reports			
d. Using store reference materials			
6. Writing skills			
a. Typing statistical reports accurately			
b. Techniques of careful proofing of all production			
7. Production techniques			
a. Operating office equipment			
b. Handling paper and other material efficiently			

JOB DESCRIPTION

JOB TITLE: Catalog Security

NAME OF TRAINING STATION: Sears

STUDENT'S NAME: ______________________

DATES EMPLOYED: From __________ 19___ TO __________________ 19___

DUTIES

This is a job description for a catalog security person who works out of the security office by the employee entrance. They two main duties include catalog notification and inspection and recording of outgoing merchandise.

Catalog notification starts with alphabetical filing of new, received catalog merchandise orders. Each customer is then called; either manually or by a machine which you program; and asked to pick up their orders. Once called, the orders are then filed numerically by the last two digits of the customer's telehone numbers.

Many times customers will call to check if their order is in and you will call, (by means of a transfer) the catalog desk, and give them the necessary information. You must also check the delay files from Philadelphia and Boston.

Sometimes you must do other catalog duties, such as unpacking bulk, cancelling orders, ringing on the registers. taking returns and giving credit checks and refund slips.

The secutiry aspect includes checking employee packages before they exit the store, holding employee purchases until they punch out, inspecting briefcases and logging in all visitors. You must also record stock numbers of all merchandise taken out of the store by stock men.

It takes patience and concentration for this job. When the telephone starts to ring with an irate customer, three or four stock calls to check, plus an employee bringing in a package (in or out), it can be nerve-wrecking. Fortunately, this does not occur often.

JOB DESCRIPTION

Name

Name of Company

School Manchester High School

Address 297 East Center ST
Manchester CT 06040

Job Title: Part-Time Sales Person

Job Definition: A part-time sales person helps with the overall sale of the merchandise. And also assists the full-time sales persons.

Job Duties:
- -cashier
- -cleaning
- -merchandise returns
- -pricing merchandise
- -displaying merchandise
- -organizing the merchandise on the floor

Job Qualifications:
Knowledge and ability to:
- -Using the cash register and making change.
- -Working effectively with adults.
- -To price and organize merchandise.
- -Handle returned merchandise.
- -Work effectively and efficiently with customers.

TRAINING STATION/JOB MANUAL PROJECT

Objective: To become aware of my function in the operation of my company.

Directions:
1. Write a suggested new employee handbook for my company that contains:
    - A. A welcoming message.
    - B. A history of the business.
    - C. What are the purposes of the business?
    - D. What are the major positions and what is included with each?
    - E. What are the major company policies?
    - F. What benefits are available for full-time and part-time employees?
2. The report should be at least five pages in length.
3. Your major source of information should be interviews with your supervisor.

Part I - Welcoming Message:
A short paragraph that states the name of the business and encourages the complete cooperation of all employees for its ultimate success.

Part II - Company history:
1. When did the company start and where?
2. Are there other branches or divisions? Where are they?
3. Is it a corporation or single owner?
4. What are the main products?
5. Are there plans for expansion?

Part III - What are the goals of the business?
Include profit to Whom, employees, owner, stockholders? Service to the community, establish a reputation, provide training and experience, make or sell goods and services.

Part IV - Major personnel and job titles
List the different job titles found in your company with a description of each person's responsibilities.
Example: President Mr. John Nolin sets policy for the business. supervises V.P. and other officers. V.P. secretary, treasurer, production manager, personnel, foreman, cashier, machine operators, etc.

Part V - Company personnel policies
Working hours - What days is the business open, during what hours? What shifts are used? What are the maximum and minimum number of hours a person can work per day? What are the working conditions?
Rest periods - Company break policy. How many per day, how often, where must they be taken? Are they paid or must you punch out? Is food allowed?
Absence from work - How much notice must be given, who do you tell, what absences are excused? What happens if you don't tell?
Pay periods - What is the work week? When is pay day? Do you get a check showing any deductions?
Safety and other training - What safety training or equipment is provided? Does the company sponsor employee workshops?
Chain of command - Who do you report to? Who is your boss's supervisor? How long have they been in that position?
Grievances - What is the company policy on complaints? If you have a problem where do you go? How do you make suggestions?
Dress code - What is the expected dress for your job, for your boss?

Part VI - Employee benefits - for full-time and part-time

1. Vacations - How many days for each year of service?
2. Holidays - What ones are allowed? Are employees paid for them?
3. Insurance - What insurances are provided? Major Medical, Dental, Blue Cross, prescription drugs?
4. Life Insurance -
5. Training - Paid in-service.
6. Sick days - How many per year?
7. Profit sharing -
8. Bonus plans - Christmas, Anniversary?

Unit X: Human Relations (Co-Workers, Employers and the Public)

Time Allotment: 4 weeks

Overview:

Occupational enrichment and long-term success is largely dependent upon our ability to get along with others. Social skills are important to all workers because they involve people, personal attributes, ethical conduct, supervision and leadership. This unit will emphasize and reinforce the importance of fundamental basic interpersonal skills and give the student the opportunity to apply human relations concepts in his/her daily living.

Unit Outline:

I. Importance of Human Relations
  A. Goal Setting
    1. Importance
II. Understanding Employer-Employee Relations
  A. Overview of work in our economy
  B. Recognition of the principle of self-consumption
  C. Key economic resources
  D. Manpower development
III. Students Role in Improving Human Relations
  A. Understanding others
  B. Know your role
IV. Employer Expectations from Employees
  A. Managing time effectively
  B. Follow directions
  C. Honesty
  D. Getting along with others
  E. Willingness to take responsibility
  F. Good work habits
V. Employee Expectations from Employer
  A. Leadership development
  B. Fringe benefits
  C. Training programs
  D. Safety and health standards
  E. Organize salary and hourly wage scale
VI. Relationship with Co-workers
  A. Importance of communication
  B. Developing positive attitude with co-workers
VII. Understanding Employer Needs
  A. Company organization
VIII. Communication
  A. Verbal
  B. Written
IX. Personality
  A. Development and qualities
X. The Community and Human Relations
  A. Community based resources

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. identify the difference between positive and negative attitudes.
2. understand the need to work with co-workers to get the job done.
3. make a list of positive and negative attitudes which can affect job performance.
4. identify steps to take to resolve a conflict with a co-worker.
5. identify eight employer and employee expectations of his/her workplace.
6. define the related vocabulary terms.
7. list four basic steps involved in the improvement of an undersirable personality trait.
8. describe problem solving techniques.

Student Learning Activities:

1.	Complete written exercises Chapter 8	Activities in Succeeding in the World of Work (workbook)
2.	Read and discuss Chapter 8 text	Succeeding in the World of Work (text)
3.	Read, discuss and complete survival skills #1, 6, 7, 9, 10, 13, 16, 20	Surviving on the Job (workbook)
4.	Read and discuss Chapter 1 "Measuring Up" Employer expectations	Getting the Job You Want (workbook)
5.	Discuss filmstrip/teacher prepared discussion/exercise	Filmstrip: "Trouble at Work" Job Attitudes: "Trouble at Work"
6.	Read, discuss and complete case problems 1-16	Work experience - Survival at
7.	Read and discuss APL Content Area Measure "Occupational Knowledge"	APL Occupational Knowledge
8.	Classroom exercise/worksheets	"Keeping the Job" worksheet
9.	Read Chapter 1-6 discuss	Communicating at Work (workbook)
10.	Read and discuss section - Job Performance Skills - complete work activities 16-24	Co-op work experience manual
11.	Read and discuss section - "Getting Ready for Work"	Program Model for CWEDO
12.	Read LAPS Unit 14 on Human Relations Initiative	LAPS 14 Human Relations Initiative
13.	Read and discuss Chapter 1-8	Psychology and Human Relations in Marketing
14.	Mock role play - Employer, Employee, co-worker	VTR and New Milford businesses

15. Student developed case studies interpersonal relations	Student job-training site

Common Case of Competencies

Interpersonal Relations

1. Develop productive and satisfying relationships with others based upon mutual respect.

2. Develop a sensitivity and understanding of the needs, opinions, concerns and customs of others.

3. Participate actively in reaching group decisions.

4. Appreciate the roles and responsibilities of parents, children and families.

Responsibility and Self Reliance

1. Demonstrate dependability

2. Demonstrate self-control

Related Vocabulary

Human relations

Cooperation

Personality

Self-confidence

Goals

Communications

Attitude

Initiative

Challenge

Assertive

Employee

Honesty

Interpersonal skills

Willingness

Friendliness

Dependability

Expectations

Co-worker

Work habits

Ability

Motivation

Responsibility

Employer

Imagination

Competencies Mastered by the Completion of this Unit:

1. Develop productive and satisfying relationships with others based upon mutual respect.
2. Develop a sensitivity to and an understanding of the needs, opinions and concerns and customs of others.
3. Actively participate in reaching group decisions.
4. Develop a sense of belonging to a group larger than friends, family and co-workers.
5. Develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community.
6. Recognize that values affect choices and conflicts.
7. Develop personal criteria for making informed moral judgements and ethical decisions.
8. Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team and giving and taking directions).
9. Use critical and creative thinking skills to respond to unanticipated situations and recurring problems.
10. Identify cause and effect relationships.

HUMAN RELATIONS

INFORMATION SHEET

1. Characteristics of a good employee
   (Note: The employer pays the salary and has a right to expect certain qualities in an employee. The following characteristics were determined by a recent survey of training station sponsors.)

   A. Cooperation - Example: Helping other employees, if permissible, when your duties are completed; seeing things that need to be done and doing them without being told.

   B. Initiative - Example: Moving to additional duties which require more responsibility and more difficult skills.

   C. Honesty - Examples: Starting work on time; returning from breaks and lunch on time; being productive while at work; not leaving work a few minutes early; not taking stamps, pens, paper, and tools for personal use; not stealing favors or discounts to friends and relatives without the supervisor's approval; discouraging friends from being dishonest.

   D. Willingness to learn
   (Note: Approaching a class and job with an open mind will make the tasks more interesting and shows a willingness to learn.)

   E. Following Directions
   (Note: Listening and reading instructions will save time and effort.)

   F. Neat appearance; good grooming

   G. Smiling

   H. Not talking too much
   (Note: This includes talking on the telephone.)

   I. Politeness - Examples: Courteous; well-mannered; considerate conduct; saying "good morning" and "thank you;" escorting, when possible, a customer to a credit department instead of just pointing or giving directions.

   J. Patience

   K. Leaving personal problems at home

   L. Punctuality

   M. Good attendance
   (Note: Excessive absences was the number one problem in businesses surveyed.)

   N. Dependability
   (Note: Completing a task on schedule is a sign of maturity, perseverance, and responsibility.)

   O. Enthusiasm
   (Note: Acting excited and eager about your job will often cause everyone to get more work done quickly and easily.)

P. Accepting criticism well
(Note: It is impossible to do everything correctly all the time. Occasionally, everyone must accept criticism. Do not make excuses, but look the supervisor in the face and try not to look hurt, sulky, or mad.)

Q. Loyalty - Examples: Keeping confidential matters, such as price margins and cost codes, to yourself; not participating in gossip and disputes; not criticizing the business to outsiders; being a good customer of your business's products and services where applicable.

R. Sense of humor
(Note: People who can laugh, especially when the joke is on them, will gain the acceptance of co-workers.

S. Positive attitude
(Note: Look for what is good and right about something or someone. Try not to always complain or focus on what is unpleasant. Avoid complaining and using words such as "can't," "won't," or "don't." Act happy and enthusiastic and you will be happy and enthusiastic because actions occur before feelings. Do not permit co-workers or supervisors who have negative attitudes to trap you into their way of thinking.)

T. Lack of jealousy

U. Tactfulness

V. Dependability

W. Interest in the job

II. Ways a student can get along with the supervisor
(Note: A good supervisor corrects and makes suggestions when a student trainee does something wrong or in a way that is not best for business.)

A. Accept the authority of the supervisor to have things done her/his way.

B. Immediately ask the supervisor for more responsibilities when all assigned duties are completed.
(Note: A recent survey conducted by the State Department of Vocational and Technical Education shows that 55 percent of students in cooperative training programs need to improve in this area.)

C. Do not give the appearance of flirting with anyone while on the job.

D. Handle merchandise and supplies respectfully.
(Note: These represent an investment in the business. Soiled or wrinkled merchandise and careless use of supplies and equipment quickly cut into profits.)

E. Do not pretend to know all about the business.
(Note: Young, new employees who appear to think they know all there is to know are considered "smart-alecky" and may not last long on a job.)

F. Learn from all supervisors, both the good ones and those less skilled. Example: Some supervisors know how to give constructive criticism and some only give destructive criticism.

III. Ways a student can get along with co-workers

A. Know all co-workers by name.

B. Introduce yourself to the other employees if the supervisor or another employee does not do so.

C. Greet by name or at least smile at the other employees upon arriving for work.

D. Say good-bye, nod your head, or wave to co-workers when leaving work for the day.

E. Listen, ask questions, and thank the other employees who try to be helpful

F. Realize that new, young employees may not be able to get by with as much as older, trusted employees.

IV. Ways a student can get along with customers
(Note: Customers may be called by some other name in your business, such as clients or patrons. Nevertheless, all businesses have contact with someone who buys their product and/or services.)

A. Overcome shyness.

B. Smile and greet each customer with whom you come in contact.

C. Try to remember customers' names, likes and dislikes.

D. Approach customers promptly and with confidence and sincerity.

E. Treat each customer as a guest; the customer is your reason for being in business.

F. Help each customer with individual needs.
(Note: Customers come to a business because they need the goods or services you provide. Sometimes they don't even know what their needs are and you must help define these needs first.)

G. Realize that there will be some difficult customers.

H. Always be polite, tactful, and honest with customers.
(Note: If you are in a selling situation, stay busy within viewing-distance to the "just-looking" customer. This way, if the customer sees something interesting, you may be of service without appearing to be pushy.)

I. Never argue with a customer.
(Note: You can never win an argument with a customer; you may make your point but lose the customer permanently.)

V. Ways to handle problems with unpleasant persons.

A. Wolf/flirt

(Note: If the advances become serious and frequent, more drastic action may need to be taken. The "ignoring" method will work in the majority of cases.)

1. Be casual
2. Fail to react

B. Grouch

1. Be pleasant and sympathetic, not taking the grumbling and griping personally.
2. Realize that there may be many reasons for crankiness, such as home life, financial problems and personal dissatisfaction.

C. Bossy person

1. Avoid conflict with a person who is not your supervisor, but who insists on giving you orders, until you can discuss the matter with your supervisor.
2. Pay attention to details and follow directions as accurately as you can, if your supervisor or a person who greatly influences your supervisor gives you instructions, criticism, or orders.

D. Complainer

1. Politely avoid complaining as much as possible because it is contagious
2. Counteract complaints with cheerful, positive statements.

E. Tattler-Politely but firmly refuse to listen to gossip by suddenly remembering something you have to do and politely dismissing yourself.

Getting Along With Your Boss

Nobody, but nobody is more important to your job satisfaction and happiness, your progress and development on the job than your boss. Some people are lucky in being assigned to a boss who is a good leader, teacher and mentor, while others may work for a boss who is not as understanding.

No matter what the fates deal you in terms of a supervisor, you can make the most of it by studying your boss's goals, style and work habits and tailoring your activities to be in agreement.

Linda learned very early in her assignment to the Purchasing Department that the Purchasing Manager, Carol, was the kind of a person who was meticulous in her work and expected her people to be the same. She observed that Carol always was at her desk ten minutes before starting time, that she organized her work carefully — there was a place for everything and everything was in its place. Linda's previous boss had been much more casual, and Linda's work habits when working for him reflected that. She resolved to quickly change her methods of operation. She came in a bit earlier than her boss, set up her desk in a very organized manner and even dressed more conservatively. This immediately set the stage for a successful relationship with Carol and led to a long and happy employment and rapid advancement.

WHEN YOU DISAGREE WITH THE BOSS

This does not mean that one has to become a "yes-person" and kowtow to the boss's whims. There will be times when one does have an honest disagreement with the boss. A supervisor who does not encourage people to express disagreement will fall into a rut. Yet, most people are psychologically ill disposed to receive criticism. When the person with whom you disagree is your boss, how you state your opinions can be very critical to your relationship. Here are some suggestions on how to express disagreement:

1. Be honest about the situation. Tactfully point out the reasons you do not feel you can go along with his or her concept. When Steve's boss proposed a marketing plan for the new product, he was so enthusiastic about its possibilities that most of his staff caught his excitement and accepted it uncritically. Steve saw some flaws in it but was reluctant to disagree and dampen the group's enthusiasm. However, he felt that if he did not bring up his qualms and the plan failed, he would be at fault. Rather than confront his boss at the meeting at which the plan was unveiled, Steve waited until the next day. When he had the opportunity to see the boss privately, he started the discussion by expressing his agreement with the key parts of the plan and reiterated his support of his boss. "However," Steve continued, "I have given thought to the ramifications of this plan and I have some questions." He then stated his objections — not in the form of dogmatic statements, "I don't think it will work," but as questions, "Have you thought what might happen if thus and so developed?" In this way he let the boss know his concerns, without making him feel resentful because Steve didn't agree. It is important to be honest about a situation or in the long run it may be to your and your boss's disadvantage.

2. When you disagree, present a positive plan of action. Before Steve made the appointment to see his boss to express his concerns about the marketing plan, he gave it serious thought and developed a few alternative steps that might solve the questions at issue. When the supervisor recognized that the problems existed, Steve was ready to offer his suggestions. In this way, instead of the disagreement being looked upon as negative, it was viewed as a positive approach.

3. If you are wrong, admit it. Suppose, however, that the reservations Steve had were wrong. The boss's plan was not flawed in the way Steve had perceived. When Steve posed the questions which he felt would uncover the defects, the supervisor's response proved he was right all along. To maintain a continued good relationship, Steve followed Dale Carnegie's advice: "If you are wrong, admit it quickly and emphatically." The supervisor will appreciate the fact that you gave serious consideration to the plan and that you had reservations and even alternative actions. However, the fact that you readily admitted your error will be an asset because too many people stubbornly hold on to their erroneous ideas long after they have been proven incorrect.

4. Don't make an issue of minor disagreements. Paul was a stickler for detail. He was one of those people who looked for defects in every situation and gloated on "catching" them. Whenever he found an insignificant flaw in something his boss presented, he was quick to bring it to his attention. It didn't take long for him to lose the respect of everybody in the department as well as his supervisor. Save your disagreements for matters that are of real concern.

ANTICIPATE YOUR SUPERVISOR'S NEEDS

Lillian was hired right out of college as an administrative assistant to Carey, an up and coming manager. Within a short time she became an indispensable asset to her boss. Many years later, when Carey was selected as the new president of the company, Lillian, who had followed him up the ranks in a series of progressively more responsible jobs, was promoted to Executive Vice President. When in an interview with the business press she was asked to discuss her success, she said, "Over the years I learned to anticipate my boss's needs. I knew what Carey was going to do before he did it. This enabled me to do research, obtain data and have them analyzed and ready for his decision at the time he was most in need of them. I kept in touch with all of the key areas in which he and the company were interested. This helped me move into his job when he was promoted and inasmuch as I was still working for him, I continued this practice up to the present. I've also trained my people to think the same way so I could accomplish my work as effectively as I helped my boss do his."

When assigned to a new boss, take the trouble to try to understand what that person really wants from subordinates. How can you do this? *Ask!* Most bosses will tell you. *Observe!* See what it is they need done and do it. *Think!* By analyzing the boss's actions and reactions, you can usually identify the ways you can be most effective. Then apply what you have learned by doing your job in the way that will help your supervisor do his or her job most efficiently. This will lead to a happier and more productive work life for both of you.

COPING WITH PROBLEMS

ASSIGNMENT SHEET #1--DISCOVER ADJUSTMENT MECHANISMS

Label the following situations and quotations according to the dominant kind of adjustment mechanism being used by placing the appropriate numbers in the blanks provided.

______a. "Only the socialites belong to the speech club, so I don't really want to join it"

______b. Getting drunk because you had a fight with your girlfriend

______c. Mother feels that housekeeping has become too routine and, thus, takes out her frustrations on her husband and children

______d. "I can't get a date because I'm too tall"

______e. "I can't ask her out because I'm shorter than she is"

______f. A person gets in trouble and yells at the next person that gets in his/her way

______g. A person gets "nervous" and eats a lot after a disappointment

______h. "I couldn't come to the meeting because my car wouldn't start"

______i. A fragile boy imagining that he stopped a gang of crooks by himself

______j. "I don't want to talk about it"

______k. Cheating on the second test because you failed the first one

______l. Compulsive gambler

______m. Beating fist against the wall

Adjustment Mechanisms

1. Giving up too easily ("sour grapes," rationalization)
2. Blaming someone or something else
3. Acting childish
4. Doing something else when a goal or activity failed
5. Taking out feelings on another person, group, or thing
6. Daydreaming about being like someone whose traits you admire
7. Consciously forcing yourself not to think about unpleasant things
8. Developing a personality trait or physical ability to overcome a real or imagined deficiency
9. Expressing emotions as a physical symptom
10. Covering up real problems
11. Transferring emotions to another person

ASSIGNMENT SHEET #1

_____n. A girl with a weight problem who became Miss America

_____o. "I really didn't want to be cheerleader anyway. It would take too much time."

_____p. "I can't do that, I'm not as smart as they are"

_____q. "I'd like to be like my oldest brother"

_____r. "I'm a minority, poor, and from a broken home"

_____s. "I have an upset stomach so I'd better go home instead of working today"

_____t. "Son, I don't want you to drive that far alone at night"

_____u. "I like her; she reminds me of Susie"

_____v. Playing tennis to calm frustration and anger

_____w. Crying, pouting, stomping out of a room, refusing to eat or talk

_____x. "I'm not going to play along if you're going to do that"

_____y. "I'm too busy to participate" when you really could but are afraid of being laughed at

_____z. "They won't let me"

____aa. "Only the popular kids get to plan the prom"

ASSIGNMENT SHEET #11--DEVELOP A PLAN FOR SELF-IMPROVEMENT

1. Now that you have begun to analyze yourself, choose some way in which you want to change or to improve. It is one thing to want to do something; it is another thing to do something about it. You may decide to study more industriously or to do a better job in your work. You may decide to work on an emotional or a physical fitness problem. You may decide to diet. Whatever improvement you choose to work on, fill in one of the contracts on the following page. Write your name on the first line of the contract. Fill in the number of days in which the contract is to be in effect. On the line beginning BEHAVIOR write the one change you are going to work on. On the line beginning REWARDS list one or more activities you find most enjoyable to you which you will do when the contract is completed. Examples of enjoyable activities might include: purchasing an album or tape, going hunting or skiing, eating chocolate cake and ice cream, playing tennis, going to a basketball game, riding a bicycle, watching TV, sleeping. On the line beginning PENALTIES list one or more of the enjoyable activities you will give up if you do not live up to your contract.

2. Token Rewards--Another way of giving yourself rewards is by the token system. With this system you give yourself a check mark for each hour or day that you live up to your contract. Then you give yourself the reward when you have earned a certain number of check marks. No penalty is needed when you use the token reward system, but you will need a calendar or a progress chart on which to record the check marks you earn. With the token reward system you will fill in the contract in the same way, except that you list the number of check marks you must accumulate in order to earn the reward.

3. This contract should be personal. Fill it out periodically, such as once a week or whenever you record your hours and pay in the classroom.

Unit XI: Communication Skills

Time Allotment: 3 weeks

Overview:

Employers need people who are interested in learning. They need employees who have good basic skills, can express themselves clearly and can read well, write effectively and solve problems. These communication skills are necessary for an effective and productive employee. They become increasingly important as the employee moves up the job ladder and assumes additional responsibility. This unit will help the student recognize the importance of communication skills and help them identify any weaknesses in them while they still have the resources of the school available for improvement.

Unit Outline:

I. Importance of Communication
    A. Definitions
II. The Communication Process
    A. Sending information
    B. Receiving information
III. Listening Skills
    A. Differences between listening and hearing
    B. Basic listening skills
        1. Recognize the purpose
        2. Looking for the plan
        3. Giving feedback
        4. Taking notes
        5. Asking questions
    C. Blocks to listening
        1. Distractions
        2. Emotional blocks
        3. Planning a response
IV. Speaking Skills
    A. Purpose of speaking
        1. Informing
        2. To persuade
        3. To entertain
    B. Standard English
        1. Use of voice
        2. Good speaking habits
        3. Telephone usage
V. Reading Skills
    A. Previewing
    B. Skimming
    C. Comprehension
        1. Focusing
        2. Forming pictures
        3. Forming patterns
        4. Improvement of vocabulary
VI. Written Skills
    A. Common consideration in writing
    B. Selection of style
    C. Letters
        1. Business
        2. Personal

D. Memos
E. Reports

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. give five reasons why effective communication is necessary for job success.
2. explain the differences between listening and hearing.
3. state the strategies used to develop effective listening skills.
4. give five criteria used in evaluating a speech.
5. deliver a short speech to their class.
6. state four activities that will help them understand a written message.
7. write a business letter containing all eight standard parts.
8. write a memorandum given a typical problem.
9. write a report given information on the sales of the school store.

Student Learning Activites:

1.	Read Chapter 10 "Developing Your Skills and Understanding"	Textbook *Succeeding in the World of Work*
2.	Define the related vocabulary	Related vocabulary in appendix
3.	Have every student state one reason or experience they have had for realizing the importance of clear communication	Student experiences
4.	Have each student write a problem out from their work experience that was from poor communication	Class activity
5.	Sit in a circle and whisper one message to another, compare the final message to the beginning one	Class activity
6.	Complete the word list listening skills exercise	Activity 10-1 Workbook
7.	View a tape of a national political candidate	School film library
8.	Have a teacher or student demonstrate each of the three types of speeches	Use a similar topic
9.	Analyze a speech for effectiveness	VICA speech rating form
10.	Improve reading comprehension by locating topic sentences in five paragraphs	Activity 10-3 Workbook
11.	Distinguish fact from fiction from 20 statements	Activity 10-5 Workbook
12.	Write a letter to your employer about your exemption from unemployment compensation taxes or the employer banquet	Standard business letter samples
13.	Write a memo to a fellow student about a classroom activity or condition	Sample memos from text or employer

14. Get the sales figures from the school store and write a report to the teacher	School store advisor
15. Give a talk to a civic group about Co-op	Rotary, Chamber of Commerce
16. Take the chapter review quiz	Activity 10-10 Workbook

Compentencies Mastered by the Completion of This Unit:

1. Ask and answer questions correctly and concisely.
2. Understand spoken instructions and give spoken instructions to others.
3. Distinguish relevant from irrelevant information and the intent from the details of an oral message.
4. Comprehend verbal and non-verbal presentations at the literal, inferential and evaluative levels.
5. Deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and appropriate non-verbal communication for the purpose and audience.
6. Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.
7. Select organize and relate ideas and develop them in coherent paragraphs.
8. Organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types.

Related Vocabulary

Communication

Enunciation

Feedback

Inflection

Jargon

Previewing

Pronunciation

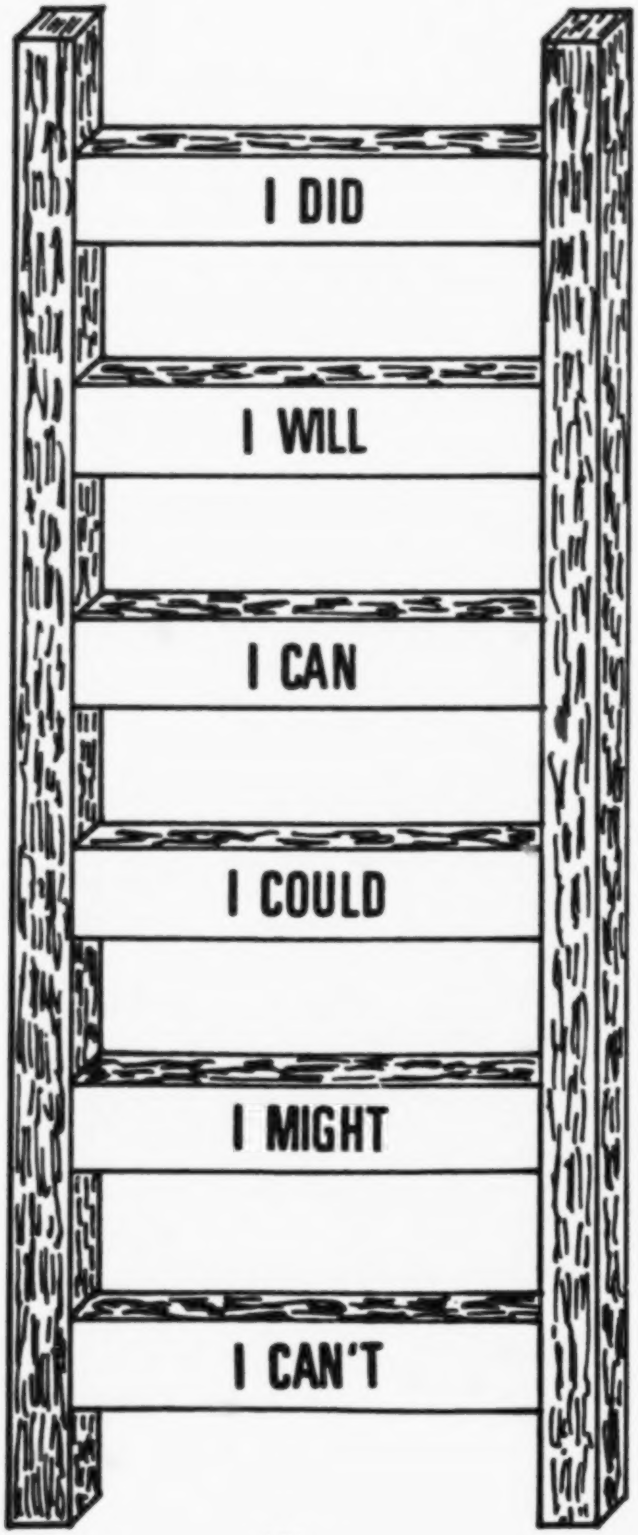
Skimming

Tone

Pitch

Inside address

The Ladder Of Enthusiasm



Written Communications

- ★ Receivers must be able to read
- ★ Writers have to know their readers and what they will understand
- ★ Mechanics of good writing need to be followed
- ★ Writers must paint word pictures
- ★ Pictures help understanding
- ★ The success of writing depends on whether the reader understands what the writer is trying to communicate

ACTIONS
(Sometimes Do)
Speak Louder Than Words

Symbols

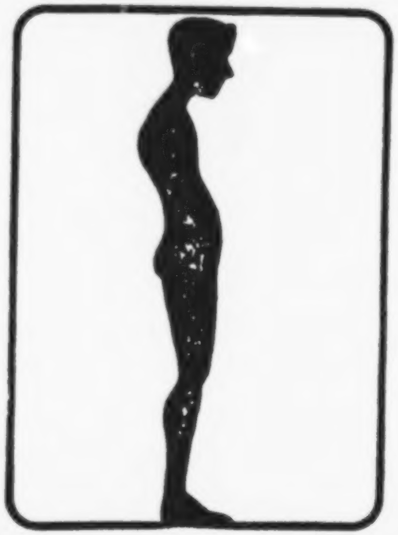
Mean the same thing to all receivers

Facial Expressions

Can supplement, or can contradict, what is being communicated

Posture

Can give either a positive or negative impression of the communicator



Gestures

Emphasize the communicator's message

Communication

COMMUNICATION

The way we express ourselves to others.

TWO TYPES OF COMMUNICATION:

1. Verbal — Oral
2. Non-verbal — Written*, body language

VERBAL COMMUNICATION—what we say and how we say it.

To be effective with verbal communication:

1. Use clear, concise language
2. Use good grammar
3. Avoid slang expressions
4. Talk at an appropriate rate

NON VERBAL COMMUNICATION—Messages we send others by how we look and act.

To communicate positively with non-verbal messages:

1. Dress cleanly and neatly
2. Dress appropriately
3. Have a clean personal appearance
4. Make sure your body movements send positive rather than negative messages
5. Maintain eye contact
6. Avoid annoying mannerisms or sudden arm or leg movements.
7. Others?

*Will be discussed in detail in later units.

Speaking is the most common way of communicating

★ *WORDS ARE THE TOOLS OF ORAL COMMUNICATORS*

People speak to other people to.......... ★ INFORM

- ★ PERSUADE
- ★ QUESTION
- ★ LEARN
- ★ CLARIFY IDEAS
- ★ EXPRESS VIEWS

Unit XII: Job Advancement

Time Allotment: 3 weeks

Overview:

Once you have learned the importance of human relations and in getting along with others, it should only be a matter of time before you will start earning promotions. Issues such as job satisfaction, different forms of compensation and evaluation take on increased importance as you advance up the career ladder. Promotions and the pay increases associated with them will also help you to move closer to your own ultimate career goal.

Unit Outline:

I. Expectation of the Job
  A. Pay and benefits
  B. Working conditions
  C. Job security
  D. Training
  E. Feedback and evaluation
II. Employee Satisfaction
  A. Workers needs (environmental)
    1. Physical
    2. Pay and benefits
    3. Safe working conditions
    4. Social contact
  B. Workers needs (personal)
    1. Self-expression
    2. Self-determination
    3. Security
III. Employer Expectations
  A. Attitude
  B. Cooperation
  C. Honesty
  D. Dependability
  E. Productivity
IV. Factors Leading to Promotions
  A. Setting an example
  B. Giving clear communications
  C. Treating others fairly
V. Promotions
  A. Lateral
  B. Vertical
VI. Compensation
  A. Bonus
  B. Commission
  C. Salary and wages
  D. Profit sharing
  E. Stock options
VII. Evaluation
  A. Objective ratings
  B. Self-evaluation
  C. Performance objectives
  D. Imposed goals

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. identify five expectations that the average employee has of his/her job.
2. explain Maslow's Theory of Job Satisfaction.
3. state three differences between workers motivated by intrinsic values and those who primarily seek improved environmental conditions.
4. identify at least five common expectations employers have of their employees.
5. identify four factors that an employee should emphasize if they want to earn a promotion.
6. state the differences between a lateral and vertical promotion.
7. given the figures, compute a worker's compensation when earned from a variety of sources.
8. identify ten areas that should be included on an objective style evaluation form.
9. identify at least one objective they would like to accomplish at their job within the next six months.

Student Learning Activities:

1.	Read pages 92-100 "You, Your Employer and Co-workers	Text *Succeeding in the World Work*
2.	Poll the students to determine what are the three most common expectations they have of their jobs	Class activity
3.	Read and define the related vocabulary list	Appendix
4.	Rate your personal traits	Activity 8-1 workbook
5.	Read Chapter 7 "Progress Towards Your Career Goal"	Textbook
6.	Discuss Maslow's Theory of Self-Actualization	Information sheet, appendix
7.	Invite an employer to discuss what he/she expects from their employees	Community resource
8.	Read the list of needs that motivation seekers have vs. environment seekers and discuss	Appendix
9.	Draw an organizational chart for the school	School administration
10.	Have three students think of their own work place and draw their organizational charts on the board	Employer-student data
11.	Identify jobs from the charts as being line or staff positions	Previous activity
12.	Read the labor laws concerning payment of wages	Connecticut Labor Department booklet
13.	Have each student figure their gross pay with and without overtime pay (48 hours)	Student pay stubs

14.	Figure a manager's annual earnings using a variety of compensation packages	Calculator
15.	Review the co-op work evaluation form and suggest some positive additions	Appendix
16.	Review and discuss some of the performance objectives completed by the instructional staff recently	Director of Curriculum
17.	Have each student give one good reason for them to receive a merit raise and write them on the board	Class activity
18.	Have each student role play an employee asking for a raise from their supervisor	Class role play
19.	Have each student identify a goal they would like to accomplish within the next six months	Work experiences
20.	Take a Chapter/Unit test	Pg. 131, Workbook

Competencies Mastered by the Completion of this Unit:

1. Develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future.
2. Strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.
3. Assume the primary responsibility for identifying his/her needs and setting reasonable goals.
4. Demonstrate a questioning attitude, open-mindedness and curiosity.
5. Demonstrate independence of thought necessary for leadership and creativity.
6. Pursue life-long learning.
7. Develop productive and satisfying relationships with others based upon mutual respect.
8. Develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others.
9. Actively participate in reaching group decisions.
10. Identify and formulate problems.
11. Gather, analyze, synthesize, and evaluate information pertinent to the problem.

Related Vocabulary

Merit raise

Promotion

Senority

Lateral promotion

Vertical promotion

Line position

Performance objective

Objective rating form

QUIZ

NAME________________________________ DATE________________

"How to Work for Raises and Promotions"

Short answers, sentence completions, true or false statements.

1. What is just as important as the skills you bring to the work place?
____
2. What do many people fail to understand on the job? ________________________
3. What is chief among employer's expectations? ___________________________
4. Application falsification is an example of ____________________________
5. (True/false) Most companies have specific policies covering what is considered a legitimate absence. ________________
6. Personal time off should be ____________________________________
7. Why did Tom L. become promoted ahead of Bob K.? ____________________
____
8. (True/false) Employers expect you to work carefully and conscientiously.
____
9. Carless work could lead to property ________________________________
10. Negligence resulting in a safety violation could lead to an employee being
____
11. By being alert and on your toes you are showing a ______________ attitude.
12. If you can't say something good about your company say ________________
13. Enthusiasm for work is the spark plug of your __________________ progress.
14. By refusing a direct order from your boss you become guilty of
____
15. (True/false) Insubordination can lead to severe disciplinary measures such as suspension or discharge. ______________________________________
16. A good rule of thumb is to obey first and ________________________ second.
17. A company can have a dress __________________ that requires you to dress in a business like fashion.
18. You can't go wrong by following the basic _________________________ style of your co-workers.
19. (True/false) It is sometimes appropriate to use obscenities on the job. _______
20. Sexual harassment can lead to company discipline, legal action or
_________________________________.

Essay question. Explain why it is not wise to vent off anger by mouthing off.

____
____
____
____
____
____
____
____

TWENTY-EIGHT THINGS TO DO TO GET A PROMOTION

1. Be a great assistant or secretary. But don't be so great that your boss begins to believe that she/he can't live without you—if that happens you'll never get promoted.
2. Don't hesitate to let your boss know that you're being solicited for another job (unless, of course, you actually intend to take that job). Nothing makes a boss appreciate an assistant more than the prospect that someone else is about to lure the assistant away with a better job offer.
3. Seize the initiative. One thing that most bosses appreciate is having employees who do things without being told to do them.
4. Read what you type. It's a good way to learn the business and stay informed about what's happening in the office. It may also give you a chance to provide your boss with some of your own ideas on the subject.
5. Draft summaries of reports and memoranda. If you are ambitious (and can spare the time), your boss will really appreciate receiving short summaries of the documents that have been piling up on her/his desk.
6. Confront your boss with the fact that you feel you deserve a promotion. Be sure to prepare your case ahead of time so that you will have the list of your accomplishments right on the tip of your tongue.
7. If you can't get a promotion—bet a new title. As Assistant Production Manager (or whatever) you may not make any more money or do anything differently than you do now—but it can make a big difference, especially if you decide to switch to another company.
8. Read the trades or any other important magazine, newspaper, or source of information for your industry. You'll be surprised at how differently people will react to you when they find that you can speak with management-level knowledge about the business you're in.
9. When your boss gives you a memo for one of her/his superiors, take it to that person yourself (it's one of the few ways that you can become known by the top bananas).
10. Treat the company's money as parsimoniously as you would treat your own. Anyone who has ever worked for a large company knows that countless amounts of money are frivolously wasted each day. Don't give in to the "Well, the company can afford it" philosophy. Somebody will notice.
11. Take advantage of training programs offered by the company to employees interested in moving up the corporate ladder.
12. Don't leave at five o'clock every night. This is the kind of dedication that usually does not go unnoticed by the powers that be. And eat lunch at your desk—nothing says dedication more than this.
13. Make your intentions known. Let certain people know that you're interested in moving up in the organization so that they will think of you as openings occur.
14. Volunteer for assignments. But do so judiciously (nobody liked the teacher's pets in school; and they're even less liked in the business world).
15. Be the source of new business. Naturally, this is easier said than done—unless your family has some clout. Still, you can probably find ways to point new clients to your organization.
16. Maintain a file of favorable comments. If you receive thank-you notes or favorable comments at the top of letters or reports that you've worked on, be sure to save them. They can prove extremely helpful to you when you are seeking a raise or promotion.
17. Be innovative. I know a woman who made a deal with a travel agency in which she does all of the actual booking of flights for her company, then turns it over to the agency for ticketing. Pursuant to this arrangement, the agency turns back half of its commission to the company. This simple idea has saved that company tens of thousands of dollars and won the woman who thought of it a nice promotion and a sizable bonus.

18. Be well-rounded. One of the principles of survival in business is to know a little something about everything. If you simply read *Time* or *Newsweek* from cover to cover each week, you'll probably know more about world and national affairs than your boss.
19. Be impatient. Not with others—but with yourself. Many people languish in secretarial jobs because they are unwilling to take the next step. Don't sit around waiting for "the perfect career move," because it will probably never happen unless you make it happen.
20. Seize the moment. Good timing is an absolutely essential part of anybody's formula for success. Instead of basking in the glow of having written a report everyone is enthusiastic about, use this time to seek the promotion that you've secretly coveted for the past year.
21. Don't be afraid to apply for good jobs that are posted at your company (regardless of whether or not you feel that other applicants are more qualified than you are). Even if you don't get the job, people are bound to start taking you seriously.
22. Take advantage of tuition reimbursement programs. If the company is willing to pay for training that will help you get ahead, you'd be a fool to turn it down. Attending seminars and workshops is a good way to keep abreast of developments in your job field. And it's also a good source of contacts for your next job.
23. Make a written record of important meetings. If your boss promises to give you a raise or promotion (of even if the boss tells you that she/he will try to get you one), follow up with a letter that recounts the terms that have been agreed to.
24. Create a good image. Remember many bosses choose their assistants to enhance their own status rather than because of the assistants' qualifications or experience.
25. Don't use one standard resume. Make up a new one that is tailored specifically for each different job you apply for.
26. Opt for a job in a money-producing department. That way if there's a cutback your job will be safer.
27. Accept a promotion in title even if it means a drop in salary. When I took my first nonsecretarial job I was forced to accept a cut in salary. It was a sacrifice at the time, but once I was on an executive track I quickly made up the money I had lost.
28. Remember: Success is achieved by those who seek opportunities—not guarantees.

THE BOSS AS AN EMPLOYEE

Directions

Below is a case study. Assume you are Anne, the restuarant manager. Read the case study, discuss the issue with your classmates, and describe how you would handle the situation.

> The Little Blue Jacket restaurant chain has over 700 restaurants on the east coast. Anne Johnson, 48, joined their management training program 2 years ago, and for the past 15 months has been managing the Little Blue Jacket in Gloucester, Massachusetts.
>
> Anne has established herself and has been extremely competent. She knows the restaurant business from the bottom up, and she is a firm believer in developing a strong supportive team effort among her employees. She is in the restaurant 10-12 hours a day, and is available for private talks with employees at almost any time. She treats them as individuals and is extremely sensitive to their needs, anxieties, and interests.
>
> The Little Blue Jacket provides blue uniforms for each employee, and all 700 restaurants require each employee to wear this jacket while at work. Since the restaurant supplies and cleans the jackets it has never been an issue in the Gloucester Little Blue Jacket.
>
> However, in the middle of the summer tourist season it suddenly became an issue. Maria Rosetti, a 28 year old waitress, asked Anne for permission not to wear the jacket. Maria, a top-notch waitress for the past six years, argued that the jacket made her unnecessarily warm and was causing heat rash under her arms and across her shoulders. She explained that this had been happening for three years, but she had been too intimidated and insecure to raise the issue before. But she now knew she was the best waitress in the restaurant, and that Anne was to be trusted. Maria offered to wear a blue blouse approximating the color and design of the standard blue jacket.
>
> What would you do?

18. Be well-rounded. One of the principles of survival in business is to know a little something about everything. If you simply read Time or Newsweek from cover to cover each week, you'll probably know more about world and national affairs than your boss.
19. Be impatient. Not with others--but with yourself. Many people languish in secretarial jobs because they are unwilling to take the next step. Don't sit around waiting for "the perfect career move," because it will probably never happen unless you make it happen.
20. Seize the moment. Good timing is an absolutely essential part of anybody's formula for success. Instead of basking in the glow of having written a report everyone is enthusiastic about, use this time to seek the promotion that you've secretly coveted for the past year.
21. Don't be afraid to apply for good jobs that are posted at your company (regardless of whether or not you feel that other applicants are more qualified than you are). Even if you don't get the job, people are bound to start taking you seriously.
22. Take advantage of tuition reimbursement programs. If the company is willing to pay for training that will help you get ahead, you'd be a fool to turn it down. Attending seminars and workshops is a good way to keep abreast of developments in your job field. And it's also a good source of contacts for your next job.
23. Make a written record of important meetings. If your boss promises to give you a raise or promotion (of even if the boss tells you that she/he will try to get you one), follow up with a letter that recounts the terms that have been agreed to.
24. Create a good image. Remember many bosses choose their assistants to enhance their own status rather than because of the assistants' qualifications or experience.
25. Don't use one standard resume. Make up a new one that is tailored specifically for each different job you apply for.
26. Opt for a job in a money-producing department. That way if there's a cutback your job will be safer.
27. Accept a promotion in title even if it means a drop in salary. When I took my first nonsecretarial job I was forced to accept a cut in salary. It was a sacrifice at the time, but once I was on an executive track I quickly made up the money I had lost.
28. Remember: Success is achieved by those who seek opportunities--not guarantees.

THE BOSS AS AN EMPLOYEE -- POSTSCRIPT

Two months prior to Maria's request not to wear the uniform Anne had spent three days in the New York headquarters of the Little Blue Jacket. She was given high praise and informed that she was being considered for district manager of Massachusetts and Connecticut. This promotion, if she got it, would fulfill an ambition she had carved out for herself when she started as a waitress 21 years ago. It also meant a 60% pay raise.

A week before Maria's request the following letter came to Anne McDermott.

To: All Restaurant Managers
From: Joseph Gilardi, General Manager
Re: Policy Enforcement of Uniforms

Recently we have had several violations of our uniform policy. For some reason, a few employees are deciding to exert their various liberation movement identities by refusing to wear the company jacket. We cannot require anyone to wear our blue jackets, but we can insist that they shall not work for us unless they do. We consider the blue jackets to be a valuable promotion device, as it enables our customers to eat in familiar surroundings in 700 different locations.

Therefore, it is crucial that there be no deviations from this policy. If we allow one or two employees to wear other clothing the desire will spread to other employees, and we will ultimately lose a valuable promotion item. Although our employees a[illegible]ur most important resource, restaurant employees are a[illegible]s available and we can readily replace employees who insist on violating this policy.

ASPIRATIONS - CAREER PEOPLE AND JOB PEOPLE

Directions

This activity is designed to encourage you to put yourself in other people's shoes, and try to see the world as they do. Below are listed a number of incidents that could occur in almost any business. Your task is to try to decide how different workers would respond to the given situation.

In column A, briefly write out how a person who works fulltime at this job might respond. This person sees the job as part of a career, and hopes to move into a management position.

In column B, briefly write out how a part-time person might respond. This person plans to go on to college after high school and is simply working here to earn money for college and daily expenses.

Incident	Career Employee	Job Employee
1. The department head requests all employees to meet after work tonight for 15 minutes. Some hassles about hours have arisen, and she wants to talk it over. The meeting will be after hours, and on the employees' own time.		
2. You see a customer pick up a five-dollar wrench and slip it inside his jacket pocket.		
3. The store just began to carry a new line of men's suits. Several extensive pieces of literature and brochures are available to read.		

Unit I Orientation, Second Year Students

Time Allotment: 2 class periods

Overview:

The first few days of the second year need to be spent re-assessing each student's tentative career goal. It is important that the instruction be meaningful and relevant to each student so everyone should complete an interest survey for homework and an informational form for his/her folder. It's also necessary to go over the program policy again.

Unit Outline:

A. Establishing the Student Folder
   1. Information Sheet
   2. Student Agreement Form
   3. Update Training Plan
   4. Rewrite Job Description
   5. Weekly Work Activity Report Forms
   6. Weekly Student Diary

B. Review of Program Procedures
   1. Curriculum
   2. Student Obligations
   3. Employer Responsibilities

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. state his/her tentative career goal or objectives
2. establish a folder that contains all of the required information and forms to designate the student to be in "good standing"
3. update his/her training plans and/or job description

Student Learning Activities:

1.	Complete an information form listing updated personal information	Appendix
2.	Establish a folder to be kept in school	Student provided or military recruiters
3.	Complete a weekly progress report form on the student's work ability	Appendix
4.	Complete an interest survey	COPS (Guidance Dept.)
5.	Update the training plan and job description	Unit 8
6.	Sign the Student Agreement Form	Appendix

7.	List products manufactured or services offered by three major employers in student's regional area	Research, Standard's and Poor's Register of Corporations
8.	Write five questions you may anticipate to be asked during a job interview	Teacher directed
9.	List job qualifications for a specific job	Teacher directed
10.	Write appropriate questions for interviewee to ask	Teacher directed
11.	Participate in a mock job interview	Teacher directed
12.	Produce a job portfolio	Teacher directed
13.	Assess classmate's performance during a mock job interview	Teacher directed
14.	Write a thank you letter for job application	Teacher directed

Unit II: Occupational Safety and Health

Time Allotment: 4 weeks

Overview:

As technology increases, so do the number of substances that workers must deal with on the job. There are thousands of new products that develop each year. Many of these are harmless and nearly all are not dangerous when handled in the proper manner. This unit will help the student learn about many of these substances in the workplace. It goes beyond the traditional safe machine and tool practices and will cover Industrial Hygiene, toxicity of chemicals and environmental hazards.

Unit Outline:

I. William-Steiger "OSHA" 1970
  A. OSHA defined
  B. Purpose of OSHA
  C. Standards of OSHA
  D. How OSHA plans to achieve its goal
    1. The development and promulgation of occupational safety and health standards
    2. Federal enforcement of occupational safety and health standards
    3. Scientific, medical and technical research
    4. Occupational safety, health training and education
    5. Annually publishes best of all known toxic substances
  E. Definition of toxicity
  F. Environmental factors which may cause sickness, impaired health or inefficiency in the workplace
    1. Chemical hazards
    2. Physical hazards
    3. Biological hazards
    4. Ergonomic hazards
  G. "Sick Building Syndrome"
  H. Issue of toxic waste cleanup
    1. Superfund
    2. Unresolved problems
    3. Public fears
    4. Future proposals
  I. Federal legislation
    1. Responding to accidents involving hazardous substances
    2. Federal Water Pollution Control Act
    3. Clean Air Act
    4. Resource Conservation and Recovery Act
    5. Federal Insecticide, Fungicide and Rodenticide Act
    6. Federal Food, Drug andCosmetic Act
    7. Toxic Substances Control Act
    8. Nuclear Waste Policy Act
  J. Current events related to problems of toxic waste

Performance Objectives:

Upon completion of this unit the student will:

1. Be aware of five common but unknown occupational hazards.
2. Name at least five occupational illnesses.
3. Identify a specific industrial hazard to ears, skin, eyes and the respiratory system.
4. List the protective measures to be taken to avoid harm to ears, skin, eyes and the respiratory system.
5. Name at least five pieces of protective equipment to be worn by workers to eliminate risk.
6. After study of a case history, write a commentary concerning the lives of people caught up in the conflicts of having to deal with a company which produces a life threatening substance.
7. Identify five pieces of federal legislation designed to correct toxic waste and other pollution problems.

Student Learning Activities:

1.	Read and discuss OSHA information sheet	Teacher supplied reproduction OSHA publication
2.	Read, review and discuss OSHA self-inspection check list	Teacher supplied reproduction OSHA publication
3.	Read and write answers to questions, discuss current event issues related to toxic waste and chemicals	Provide a series of reproduced articles (current events) from newspapers, magazines, journals, etc., which illustrate national, regional, state district and local problems related to the issue
4.	Assign specific reports to individual students	Utilize government pamphlets: e.g., NIOSH publications on specific substances
5.	Prepare an oral/written report to share w/class	EPA publications on air, water, chemical, and pollution
6.	List and discuss specific hazards to eyes, ears, skin and respiratory system	Prepare overlays for overhead projector, discuss and present materials from Fundamentals of Industrial Hygiene, OSHA series, 1981, NSC
7.	Read teacher prepared materials and information related to protective equipment	Utilize NIOSH films and publications on protective equipment

8.	Survey of readings providing overview of OSHA and EPA legislation	NIOSH, OSHA, NSC, EPA publications
9.	View film "China Syndrome" or "Silkwood" discuss characterization and conflicts involved with basic story plot	VCR presentations
10.	Speaker: OSHA State Inspector	Dept. EPA, State of CT

Common Core Competencies:

Upon completion of this unit, students will possess the following competencies from Connecticut's Common Core of Learning:

1. Demonstrate a questioning attitude, open mindedness and curiosity.
2. Develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community.
3. Recognize that values affect choices and conflicts.
4. Understand the basic concepts of probability and statistics.
5. Organize data into tables, charts, graphs, read and interpret data presented in these forms
6. Draw reasonable conclusions from information found in various sources and defend his/her conclusions rationally.
7. Gather, analyze, synthesize and evaluate information pertinent to a problem.
8. Recognize the need for a safe and healthy environment, practice proper safety skills, and demonstrate a variety of basic life solving skills.
9. Understand the implications of existing and emerging technologies on our society and our quality of life; personal, academic and work environments.

RELATED VOCABULARY

toxicity

radon

asbestos

carbon monoxide

formaldehyde

benzene

styrene

pollution

carciogenic

Legionnaire's Disease

contamination

epidemiologist

insecticide

superfund

EPA

DEP

hygiene

OSHA

NIOSH

radiation

ergonomic

asphyxia

corrosives

threshold

fungicide

Dangers in the Workplace

THE UAW'S LEAST-WANTED LIST

Workplace chemicals have a devastating effect on workers' health. We know that certain chemicals can cause cancer, birth defects and a long list of serious health problems. Often the worst chemical criminals are in mixtures of chemicals or masquerade under trade name aliases such as "Safety Solvent XY 688." The first step to protecting ourselves from these dangerous industrial terrorists is to recognize, uncover and identify them. The following "Least Wanted" list can be used to throw the spotlight of attention on some of the most common and most dangerous chemicals faced by UAW members. It should be used to ensure that these chemicals are properly controlled.

1. ASBESTOS:

Present as insulation and fireproofing material on many pipes, boilers, furnaces and walls. Also present in brake shoes and clutch plates. Causes lung scarring, lung cancer and other types of cancer.

2. "SAFETY SOLVENTS":

Also known as Chlorothene, Methyl Chloroform, Dichloromethane

Very widespread use as cleaning and degreasing agents. Some commonly used ones are **1,1,1 TRICHLOROETHANE** and **METHYLENE CHLORIDE.** Both can cause unconsciousness and death when used with inadequate ventilation. Can also cause irritation of the skin, eyes and throat, suspected of causing liver and kidney damage. Possible cancer effects are now being studied.

3. CUTTING FLUIDS AND BIOCIDES:

Some ingredients include Nitrites, Diethanolamine, Formaldehyde

Most are skin, eye, nose and throat irritants. Many can cause allergic reactions. Some ingredients are suspected cancer-causing agents. Recent studies have shown exposed workers to have higher cancer rates than expected.

4. GLYCOL ETHERS:

Also known as Cellosolves

Widespread use in paint and cleaning solvenets. Can cause irritation of skin, eyes, and throat, nerve, bone marrow, liver and kidney damage. Cause birth defects and shrinkage of the testes in animals *at concentrations below the present OSHA standard.*

5. FLUOROCARBONS:

Also known as FREONS

Used as degreasing agents. Applied by rags or by vapor degreasing. High concentrations can cause irregular heart beat, oxygen depletion, unconsciousness and death.

6. ISOCYANATES:

(such as TDI and MDI)

Used in the manufacture of polyurethane foam, in some enamel paints and in some core making systems in foundries. Cause irritation of eyes, nose, throat and asthma. Once someone becomes sensitive to isocyanates, extremely low levels can cause health problems. Also suspected of causing cancer in laboratory tests.

7. FORMALDEHYDE:

Found in foundry core systems, some cutting fluid mists, diesel exhaust, injection molding of acetal resins. Causes skin rash, nose and throat irritation. Causes cancer in laboratory tests.

8. EPOXIES, RESINS AND EPOXY HARDENING AGENTS:

Some ingredients include Glycidyl Ethers, Epichlorohydrin, Methylene Dianiline (MDA)

Notorious for causing skin diseases and breathing problems through allergic reactions. Several are suspected of causing cancer or being reproductive hazards.

9. SILICA:

Silica sand is used for molds and cores in foundries, in sand blasting, in refractory brick, glass making processes and abrasives. Causes silicosis — an irreversible scarring of the lungs over a period of years. Causes cough, shortness of breath and possibly death.

10. LEAD:

Widespread use in battery plants, soldering operations and grinding, brass foundries and paints. Causes anemia, kidney damage, nervous system damage, reproductive health effects, stomach pains.

11. WOOD DUST:

Used in pattern-making shops and carpentry shops. Can cause allergic reactions of the skin and respiratory system. Suspected cancer agent in humans.

12. PETROLEUM DISTILLATES:

Also known as mineral spirits, gasoline, naphtha, Stoddard solvent, kerosene

Used as all-purpose solvents and fuels, these refined petroleum products are highly flammable and cause health effects to the skin and central nervous system. Some may cause long-term health effects to the liver, kidneys and brain, but this needs further study. Gasoline causes cancer in laboratory tests.

COMMON TOXIC SUBSTANCES AND THEIR EFFECTS

The following list shows common industrial chemicals and the typical results of overexposure. All of these chemicals can be worked with safely if they are properly controlled. Governmental safe limits have been published for many of these chemicals. However, recent medical research has shown that many of these standards are inadequate.

Toxic Substance	Common Source of Exposure	Adverse Health Effects
Acetone	Paint thinner; glue.	See "solvents".
Acrolein	Vehicle exhaust; other burning.	Excessive irritation of skin and mucous membranes of eyes and respiratory tract.
Ammonia	Cleaning; blueprinting; heat treat (nitriding furnace); coke oven by-product.	Irritation of respiratory passages, cough and shortness of breath, pulmonary edema, bronchitis, severe irritation of eyes, conjunctivitis, caustic action on skin.
Asbestos	Manufacture of brake shoes; insulating materials (both installing and maintenance); plastic fillers.	Severe lung injury; cancers of the lungs, stomach, colon, and lining of the lungs.
Benzene	Solvent; contaminant in toluene and other hydrocarbon solvents; coke oven emissions.	Anemia, blood damage, leukemia, see also "solvents".
Beryllium	Grinding of spot weld guns; machining beryllium metal; machining of die cast ram tips.	Metal fume fever, severe lung injury, cancer.
Brass	Non-Ferrous foundries, welding with brass.	Metal fume fever (influenza-like reaction), may also contain lead.
Cadmium	Brazing; silver solder; plating; welding on plated or some alloy steel.	Loss of appetite, weakness, nausea, vomiting, rapid pulse, inflammation of lungs, cough, soreness of chest. Metal fume fever chemical pneumonitis, emphysema. Causes cancer in laboratory tests.
Carbon monoxide	Gasoline exhaust; untuned propane exhaust; foundry cupolas; faulty furnaces & burn-off from molds in foundries; any burning of carbon containing materials.	Headache, nausea, dizziness, slow pulse, redness of skin, weakness, dimness of vision, coma & death. Long term effects on heart, vision, and memory.
Chromates	Pigments in brightly colored paints; spraying and sanding these paints.	Lung cancer, skin ulcerations.
Chromic Acid; Chrome Metal Fume	Plating; etching; metal cleaning; welding stainless steel.	Irritation and ulceration of mucous membranes; skin damage; perforation of nasal septum. Causes cancer in laboratory tests.
Cutting Fluids (Oil Mist)	Machining operations.	Skin irritation and respiratory illness; possible lung, stomach and skin cancer; chemical additives to fluids raise additional health problems. Many additives have not been researched completely.
Ethylene dichloride	Gluing plexiglass.	Liver and kidney damage, see also "solvents".
Epoxy	Gluing operations; metal surfacing (powdered form).	Skin disease and sensitization; Lung disease and sensitization (powdered form). Some epoxy chemicals cause nausea, lung damage, and kidney damage. Several are suspected of causing cancer or being reproductive hazards.
Fiberglass	Car body mock-ups; insulation; boat manufacture; especially dangerous when ground or cut up with power tools.	Skin irritation; lung irritation; possible lung cancer (depends on size of fiber).
Fluorides	Stick Welding (coating on rod contains fluorides); fluxing molten aluminum of zinc.	Respiratory irritation, chills, fever, shortness of breath, cough. Long term exposure may affect the bone structure or cause kidney damage.
Gasoline	Engine fuel; wipe-off.	See "solvents"; lead gasoline has a lead hazard. It also contains benzene. Causes cancer in laboratory tests.
Hydrochloric Acid	Pickling tanks, plating, metal treating, fluxing aluminum.	Violent coughing, shortness of breath, bronchitis, destruction of teeth, contraction of throat, coma, caustic action on skin.

Hydrogen Sulfide	By-Product of oil refining and waste water treatment, chemical and dye manufacture.	Irritant to eyes and respiratory tract, foul "rotten egg" odor, lung disease, nerve damage.
Isocyanates (TDI, MDI, HDI)	Used in making polyurethane foam, polyurethane paints, insulating material, certain core-making operations in foundries.	Asthma-like attacks, tightness in chest, difficulty in breathing, reduces lung capacity over period of time. Causes cancer in laboratory tests.
Lead	Storage battery manufacture; soldering operations; spraying and sanding lead based paints; non-ferrous foundries; ceramics.	Fatique, irritability, sleeplessness, pains in joints, stomach pains, damage to blood forming systems, anemia, kidney damage, nervous system damage, sterility and birth defects.
Mercury	Electrical apparatus manufacture; fungicide in paints.	Inflammation of gums, loss of teeth, thyroid problems, nervousness, irritability, kidney damage, brain and nervous system damage, personality changes.
Methyl Alcohol (Methanol)	Solvent.	Blindness, abdominal pain, liver damage, and see "solvents".
Methyl Ethyl Ketone (MEK)	Solvent, cleaning agent, thinner in paints and glues.	See "solvents".
Methylene Chloride (Dichloromethane)	Paint stripping; cleaning; degreasing.	Affects the blood, see also "solvents". Causes cancer in laboratory tests.
Naphtha		See "solvents", can also contain benzene.
Nitric Acid	Plating; pickling; metal stripping; descaling.	Irritation of air passages, spasmodic cough, bronchitis, feeling of suffocation, pain in chest, digestive disturbances, depression of the central nervous system, severe burns on the skin. Delayed pulmonary edema (fluid build-up in lungs).
Oil Mist	Machining operations.	See "Cutting Fluids".
Oil Smoke	Heat treat, forging, burning or welding on oily stock, burn-off from oily engines.	Contains irritating and cancer-causing chemicals.
Ozone	Welding, electric arcing.	Irritation of eyes and respiratory tract, headache, cough, pulmonary edema (fluid build up in lungs).
Paint	Spray paint (inhale pigment and solvent vapors); brush and dipping (solvent vapors only); sanding of painted surface (pigments only).	Contains pigments like lead and chromates plus thinners like MEK and turpentine.
Polychlorinated Biphenyls (PCB's)	Transformers; capacitors; heat transfer systems; fire retardants.	Chloracne, pigmentation of skin and nails, swelling of eyelids, visual disturbances, liver damage, cancer, reproductive hazards.
Silica	Foundries, ceramics, porcelain-coating operations, glass making.	Obstructive lung disease, emphysema, silicosis, cancer causing.
Solvents (Petroleum Distillates)	Paint and glue thinners, degreasers, cleaning agents. Four classes can be distinguished: 1) Aliphatic hydrocarbons (glues and cold cleaning, 2) aromatic hydrocarbons (glues and paints), 3) chlorinated hydrocarbons (degreasing and cold cleaning), 4) polar organics (paint solvents).	All solvents can dry and irritate the skin with continuous contact causing skin disease. All solvents affect the nervous system causing headaches, nausea, dizziness, sleepiness, drunkenness, unconsciousness and death. Solvents can irritate the eyes and mucous membranes. Most solvents are easily absorbed through the skin. Some solvents cause permanent nervous system damage, kidney and liver damage, and possibly cancer. Early warning signs such as workers feeling "high" should be considered clear signs of overexposure.
Styrene (Vinyl Benzene)	Used in making plastics; polyester lay-up and fiberglass lamination.	Strongly irritating to eyes and upper respiratory tract, headaches, nausea, and skin irritation. May have long term effects on nervous system.

Sulfur Dioxide	Burning of some die lubricants, combustion of sulfur-bearing coals & petroleum fuels.	Irritation of mucous membranes, irritation of lungs, bronchitis, shortness of breath.
Sulfuric Acid	Plating; metal cleaning; battery recharging; battery plant forming operations; automotive emissions.	Skin iritation and damage, irritation to mucous membranes, irritation to lungs, shortness of breath, decay of teeth.
Talc	Paint, rubber & ceramic industry.	Lung disease, may also contain asbestos as an impurity.
Toluene	Thinner in glues and paints; cleaning agent.	May contain benzene as a contaminant, see also "solvents".
Trichloroethane (Methyl Chloroform)	Cleaning solvent & vapor degreasers	See "solvents".
Trichloroethylene	Cleaning solvent & vapor degreasers.	See "solvents", possibly also cancer.
Turpentine	Paint thinner.	Kidney damage, see also "solvents".
Welding Fume	Welding.	Lung damage, other hazards depending upon type welding, type steel, type rod, and any coating on steel.
Zinc	Welding on galvanized steel, brass foundries, powdered metal operations, die casting.	Metal fume fever (flu-like attack), nausea.

KNOW WHAT YOU'RE WORKING WITH! A HEALTHY WORKPLACE IS YOUR RIGHT.

Besides these "least wanted" chemicals, the UAW has identified hundreds of others that threaten our members at work. The front-line defense against them is your local union health and safety rep or committee.

MAY, 1986

For further information see your committeeperson or write the
UAW Health and Safety Dept., 8000 E. Jefferson, Detroit, Mich. 48214.

Second Year Curriculum Outline

Unit III: Living with Technology

Time Allotment: 13 class periods

Overview:

One of the most important resources of the workplace is technology. Technology includes all the ideas and processes that go together to produce goods and services. Modern technology has made it possible to produce goods and services in faster and more efficient ways. Survival in the workplace must include the knowledge and use of the latest technologies.

Unit Outline:

I. Effect of technology on the workplace
   A. A history of the changing technologies in the United States
      1. The agricultural society
      2. The industrial society
      3. The high-tech or information society
II. The computer as the chief contributor to the new technical society
   A. Early computers
   B. The growth of computer technology
   C. Types of computers
      1. Home computers
      2. Personal computers
      3. Micro computers
   C. Data processing
      1. Input
      2. Processing
         a. Classifying
         b. Sorting
         c. Calculating
         d. Comparing
         e. Summarizing
      3. Output
      4. Storage
   D. Computer Hardware
      1. Central processing unit (CPU)
      2. Arithmetic unit
      3. Control unit
      4. Memory unit (storage)
      5. Input/output devices (I/O)
      6. Peripherals
   E. Computer programs (software)
      1. Operating system software
      2. Application system software
   F. Computer programming
      1. Machine language
      2. Programming language

III. Earning a living in a highly technical society
   A. Professional and technical areas for new occupations in high tech
      1. Lasers and fiber optics
      2. Computers
      3. Software services
      4. Telecommunications
      5. Office automation
      6. CAD/CAM
      7. Robotics
      8. Factory automation
      9. electronic instruments
      10. Medical technologies

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. Describe the effect of the changing technologies, agricultural, industrial and high tech, on the workplace.

2. List six ways in which computers are affecting our everyday living.

3. Name, in order of their occurrence, the four basic steps that take place in an information system.

4. State the basic difference between a mainframe computer and a micro-computer.

5. Name the five functions that comprise the process step in a data processing system.

6. Name the four kinds of components in computer systems.

7. Name the two main parts of a computer processor.

8. Name the two basic kinds of software.

9. List at least three kinds of application software for micro-computers.

10. State the reasons why binary coding is important to computer functions.

11. List the three most frequently used compiler languages and one special programming language.

12. Describe what is meant by "program development" and state two ways in which it can be done.

13. List technical and professional areas that provide the opportunity for employment in a high tech society.

14. Describe the work performed, worker requirements, preparation and training needed for occupations in the area of lasers and fiber optics.

15. Describe the work performed, worker requirements, preparation and training needed for occupations in the computer field.

16. Describe the work performed, worker requirements, preparation and training needed for occupations in the field of software services.

17. Describe the work performed, worker requirements, preparation and training needed for occupations in telecommunications.

18. Describe the work performed, worker requirements, preparation and training needed for occupations in office automation.

19. Describe the work performed, worker requirements, preparation and training needed for occupations in CAD/CAM.

20. Describe the work performed, worker requirements, preparation and training needed for occupations in robotics.

21. Describe the work performed, worker requirements, preparation and training needed for occupations in electronic technology.

22. Describe the work performed, worker requirements, preparation and training needed for occupations in medical technology.

Student Learning Activities:

1.	Discussion of the "Changing Technologies"	Teacher lecture/teacher resources
2.	Read Chapter twelve, "Computer Literacy"	Text - Succeeding in the World of Work
3.	Define and learn the basic terms related to this unit	Teacher made worksheet References
4.	Write down the location and the use of ten computer systems used in the local area	Teacher made worksheet
5.	The growth of the computer and the various types of computers in use	Teacher lecture
6.	Become familiar with how the computer processes data and the components that make up the computer system	Teacher made worksheets. Use of the school computer center. Computer resource teacher. Business department (Data Processing) Industrial Arts Department (CAD/CAM)
7.	Guest speaker and/or field trip to obtain first hand information of computer usage occupational opportunities in computer related areas	Local community
8.	Learn of the new high-tech careers in today's job market	Career Resource Center. Library reference books

9.	See the relationship of human ideas and high technologies	Film "Just in Time" Chrysler Corporation
10.	See an example of the improvement of products made through the application of advanced technology - computers, lasers, robots	Film "For Years to Come" Chrysler Corporation
11.	Complete the buyer's guide to personal computers	Worksheet - *Succeeding in the World of Work*, 1986
12.	Test on Unit III - "Living with Technology"	Teacher made test

Suggested Reading List

"Getting Started in Computer Technology"
Pamphlet available from Personnel Publications, P.O. Box 301, Huntington, NY 11743

"Employment Trends in Computer Occupations"
Study available from U.S. Dept. of Labor, Bureau of Labor Statistics, Superintendent of Documents, Washington, DC 20402

"Is Your Friendly Computer Rating You on the Job?"
Article in *U.S. News & World Report*, February 18, 1985

"Race to Create a "Living Computer"
Article in *U.S. News & World Report*, December 31, 1984

"The Silicon Brain Implant"
Article in *Newsweek*, August 6, 1984

"Sounding the Battle Cry"
Article in *Newsweek*, January 2, 1984

"Life of a Yuppie Take a Psychic Toll"
Article in *U.S. News & World Report*, April 29, 1985

"The Career Life"
Article in *Money Magazine*, May, 1985

"Inside the Magic World of the Semi Conductor"
Article in *U.S. News & World Report*, December 24, 1984

"Why Business Spends Billions Educating Workers"
Article in *U.S. News & World Report*, February 10, 1986

"Trouble in the Valley"
Article in *Newsweek*, February 25, 1985

"The Low Skill Future of High Tech"
Article in *Technology Review*, August, September, 1983

Living with Technology

Common core of Learning

1. Attributes and Attitudes
   Intellectual curiosity
   Motivation and persistence
   Responsibility and self-reliance

2. Skills and Competencies
   Reading
   Writing
   Speaking, listening and viewing
   Learning skills

3. Understanding and Application
   Careers and vocations
   History and social studies
   Science and technology

Living with Technology

Related Vocabulary

artificial intelligence (AI)

automated engineering (AE)

basic

COBAL

compiler

computer chip

computer aided design (CAD)

computer aided engineering (CAE)

computer aided instruction (CAI)

computer aided manufacturing (CAM)

data base

data control

data processing

disk drive

floppy disk

hard copy

hardware

information center (IC)

integrated circuit (IC)

lasers

main frame

micro processer

modem

program

robotics

software

Unit IV: Our Economic System

Time Allotment: 5 class periods

Overview:

Each worker and student should understand the effect our economy has on the job market. These conditions affect all jobs indirectly through wage increases, demand and supply for jobs and general price increases. Other jobs are affected even more directly by the economy. Workers in the import-export business and finance are just two examples.

Unit Outline:

I. Factors that affect the labor market
    A. International
        1. Imports
        2. Exports
        3. Tariffs
        4. Excise Taxes
        5. Legislation
    B. Domestic Issues
        1. Economic growth
        2. Legislation
        3. Unions
        4. Minimum wages
II. Economic Factors
    A. Supply and demand
        1. Inflation
        2. Price increases
        3. Cost of living adjustments

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. Accurately define the related vocabulary list.
2. Identify at least five factors that can affect employment in their community.
3. Give three effects of a 50% excise tax placed upon an imported car.
4. Write a proposed law (bill) that would help create jobs in the community.
5. Identify three current laws that have an effect on area employment.
6. Give two pros and two cons for an increase in the minimum wage.
7. Draw a chart or graph illustrating the effect supply has on the price of a car.

Student Learning Activities:

1.	Define the terms in the related vocabulary list	Dictionary and text
2.	Invite the president of the local Chamber of Commerce to discuss employment trends in town	Community resource
3.	Read a news magazine article on the effect of foreign competition on jobs	*Time* or *U.S. News*
4.	Each student should interview an employer to determine its number of employees in 1982 vs. 1987	Local employer
5.	Make a chart contrasting employment in town during a recession (1982) and prosperity (1987)	Class project
6.	Have the UAW in to discuss raising the minimum wage	Regional Office of UAW
7.	Invite the Labor Department Wage and Hour Division to discuss payment of wages	Connecticut Labor Department
8.	Read the Labor Laws, Employment of Minors	Connecticut Labor Department
9.	Discuss the effect supply has on the value of an item	Class discussion
10.	Identify ten collector's items that have increased in price due to uniqueness or shortage	Class discussion
11.	Read information sheets, supply and demand	Appendix
12.	Chart an item's price as the supply declines	Class project

Competencies Mastered by the Completion of this Unit:

1. Follow a schedule that accounts for both short and long term project accomplishment.
2. Locate and use a variety of sources of information including print and non print materials, computers, interviews and direct observations.
3. Demonstrate employability skills such as resume and job application preparation, interview techniques, follow up procedures, and specialized knowledge that will prepare him/her to become economically independent.
4. Demonstrate attitudes and habits (such as pride in good workmanship, dependability and regular attendance) that will make the individual a productive participant in economic life and a contributor to society.
5. Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team and giving and taking direction).

THE ECONOMY

The study of economics is the study of people living and working together and of how they provide for their needs and wants. Economics involves money, food, factories, people, war, farming, energy, laws, profits, taxes, prosperity, and depression. In short, it is the exploration of how and why people trade, produce, save, and spend.

Learning economics can be as complex as our complex society, but it does not have to be. Economic concepts are fairly simple and easy to learn, and they apply to all aspects of daily living.

As our society has changed from an agrarian to an industrial to a computer society, so has our economy changed. Just as the colonist of the 1700s needed to understand the barter system, today's citizen should understand electronic fund transfer. The information explosion of our current society has made understanding the interrelationships of the elements that constitute our economy more difficult, but an understanding of a few basic economic concepts is all that is necessary for a fundamental knowledge base.

Both the local and national economies are very complex and function as the result of many interrelated events. It is impossible to treat an event as having an isolated effect on either the local or the national economy. Thus, a fire that destroys a neighborhood supermarket that has obvious impact on the local economic climate could also have an eventual impact on the national economy because of its effect on insurance rates.

There are many factors that influence both local and national economies. Some examples of these factors are business conditions, population patterns, consumer preferences, and resource availability. It is obvious that the local economy of a retirement community will be different from that of a manufacturing area. Similarly, the national economy reflects the changes in population. As the general population has a larger percentage of older people, the economy changes as a result.

In general, changes in the local economy reflect changes in the national economy. For example, the high interest rates nationwide tend to depress local housing and automobile markets. Similarly, familiarity with local economic conditions generally makes it easier to understand national economic conditions.

A final consideration concerns the effect of changing technology on both local and national economies. The general principle is that improved productivity leads to higher real wages. Obviously, then, improving technology will lead to improving real wages, and this can be seen by comparing real wages at the beginning of the industrial era to real wages today.

Unfortunately, improving technology can have negative impact on some workers. For example, automation, while improving factory working conditions, can lead to job loss for some workers.

Our nation is now entering the "computer era," which will bring as many changes as did the "industrial era." This new era will affect the economy in ways that cannot be predicted.

Unit V: Consumerism

Time Allotment: 3 weeks

Overview:

In today's competitive society, it has become increasingly important to be informed on the products we buy and those we sell in the course of our jobs. As a consumer, the net cost of a product, its reputation for performance and sources of service and/or maintenance are some considerations of an informed consumer. As an employee, you are expected to be a source of information about many practical and technical aspects of the products and services you sell or lease.

Unit Outline:

I. The Importance of Money Management
    A. Preparation of a money management plan
        1. Determining goals
        2. Estimating income
        3. Estimating expenses
    B. Budgeting
        1. Fixed expenses
        2. Variable expenses
II. When you buy
    A. Developing shopping skills
        1. Knowing the best time to buy
        2. Selling techniques
        3. Comparison shopping
    B. Avoid Fraud
        1. Quackery
        2. Fake contests
        3. Chain referral schemes
        4. Bait and switch
        5. Charity rackets
        6. Unordered merchandise
        7. Distributorships
III. Consumer Protection
    A. Writing a letter of complaint
    B. Where to get help
        1. Better Business Bureau
        2. Consumer Protection Department
        3. Legal Aid
        4. Small Claim Court
        5. Federal Trade Commission
IV. Insurance
    A. Auto
        1. Personal liability
        2. Property damage liability
        3. No fault
        4. Medical payments
        5. Comprehensive
        6. Collision

- B. Costs
    - 1. By area
    - 2. Driving record, age
    - 3. Type of vehicle, coverage
- C. Property insurance
    - 1. Fire
    - 2. Homeowners
    - 3. Renters
- D. Health
- E. Accident
- F. Life

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. accurately define 80% of the related vocabulary terms.
2. establish a budget that covers all expenses and includes a small savings and/or investment program.
3. identify three acts that a consumer can take to insure a wise purchase.
4. identify at least five fradulent schemes or rackets used to defraud customers.
5. write a letter of complaint to the seller of an unsatisfactory item.
6. describe the process followed to initiate a small claims action.
7. identify five government agencies that exist to help the consumer.
8. identify five types of auto insurance and describe the coverage afforded by each.
9. complete an accident report if given the facts.
10. compare the prices and coverage for comparable insurance from two different companies.

Student Learning Activities:

1.	Read Chapter 16 "Managing Your Money"	Text Your Career in the World of Work
2.	Discuss the importance of money management	Class discussion
3.	Have each student identify two long term and two short term financial goals	Class activity
4.	Each student should estimate their income for the next five years	Class activity
5.	To maintain a moderate lifestyle, list the expenses for a year. Then compare these to the same expenses on a modest lifestyle	Form in appendix
6.	Prepare a budget	Budget worksheet
7.	Invite a local police detective to discuss any local fradulent schemes used in your area	Local Police Department

8.	Invite a professional salesperson to discuss some of the techniques used to sell items	Local auto dealer or realtor
9.	Role play a number of fradulent schemes	Class role play situations
10.	Ask the Department of Consumer Protection to speak on fradulent practices	State Department of Consumer Protection
11.	Draw up a code of conduct for a store's sales staff	Class activity
12.	Write a letter of complaint to a store for an item that is unsatisfactory and which was not accepted back	Chamber of Commerce Directory
13.	Complete the form used to file a small claim suit	Local court system
14.	Read the local help line directory to determine those agencies which offer help to the consumer	Help line directory
15.	Read Chapter 17 "When You Buy"	Text *Your Career in the World of Work*
16.	Invite an insurance agent in to discuss the various types of insurance	Local resource
17.	Poll the students to determine their insurance costs and coverage	Class discussion
18.	Read Chapter 19 "Insurance"	Text *Your Career in the World of Work*
19.	Review an auto insurance policy to determine what it actually covers	Any auto policy
20.	Complete a Motor Vehicle Accident Report	Police Department or Department of Motor Vehicles

Competencies Mastered by the Completion of this Unit:

1. Examine and assess their values, needs and resources when making an economic decision.
2. Develop an understanding of the importance of each individual's contribution to their community's economic development.
3. Understand personal economics and its relationship to skills required for employment, promotion and financial independence.
4. Understand the basic concepts of economics. Use mathematical skills and techniques to complete consumer and job related calculations.

Related Vocabulary

Supply and Demand

Bait and switch

Consumer Protection Agency

Collision insurance

Comprehensive insurance

Major medical

Face value

Cash value

Beneficiary

Premium

Claim

Deductible

Liability

No fault

Life Insurance

1. What is limited payment life insurance?
2. What is nonparticipating life insurance?
3. What is participating life insurance?
4. What is the difference in term and permanent life insurance?
5. Do the terms permanent life insurance, cash value life insurance, whole life insurance, straight life insurance and ordinary life insurance all mean the same things? If not, how do they differ?
6. What is the difference in level and decreasing term insurance?
7. Which is the more expensive, term or permanent life insurance?
8. Does term life insurance have any cash value?
9. Is term life insurance payable only at death?
10. Is term life insurance a contract only for a stated period of time?
11. Can level term life insurance be renewed at the end of the contract if there have been no changes in health?
12. Is it generally more expensive to renew level term life insurance?
13. What is usually the specified time period for level term life insurance? For decreasing term insurance?
14. Do premiums and the face amount remain the same during the contract for level term life insurance? For decreasing life insurance?
15. What would be a situation in which a person would want decreasing term life insurance rather than level term life insurance?
16. Which is most frequently purchased, term life insurance or permanent life insurance?
17. What are some optional features which may be added to life insurance if a person qualifies?
18. What is waiver of premium?
19. What is double indemnity?
20. What is loan value?
21. Can insurance premiums be paid up for a certain period of time? Permanently?
22. Is life insurance a way to save money?
23. What is an endowment?
24. Can life insurance policies be used for collateral?
25. What is the interest rate if you borrow on a life insurance policy?

Automobile Insurance

1. Does auto insurance include coverage of medical payments?
2. Is it required by law to have auto insurance?
3. Does liability insurance cover you regardless of who is at fault?
4. Does liability insurance pay for damage to others when you are at fault?
5. Does casualty company mean a company that sells automobile insurance?
6. Do you often have to go to court to settle claims?
7. Does coverage include damage to property, such as lamp posts, telephone poles, and buildings?
8. Are medical payments covered when the accident is the responsibility of the other driver? When the other driver's liability will not pay?
9. What are the limits of coverage?
10. What is the usual amount of deductibles?
11. What can cause a person to have his/her auto insurance dropped by the insurance company?
12. How many estimates of damage does a person need to get after an accident before filing a claim?
13. Why do unmarried young males have the highest premiums?
14. How long does an accident stay on a person's record?
15. What are some restrictions a driver may have to agree to in order to get auto insurance at a lower price?
16. Can you insure more than one car on the same policy?

Where Your Money Is, Where It's Going

NET WORTH

ASSETS	[illegible]
Checking account	$
Savings accounts	
Savings certificates	
Savings bonds	
Market value of home or apartment	
Market value of other real estate	
Cash value of life insurance	
Surrender value of annuities	
Equity in pension or profit-sharing plans	
IRA and Keogh plans	
Market value of	
Stocks	
Bonds	
Mutual funds	
Other investments (including collectibles and precious metals)	
Current value of	
Automobiles	
Household furnishings and appliances	
Furs and jewelry	
Loans receivable	
Other assets	
Total	$

LIABILITIES	
Current bills	$
Mortgage balance	
Credit card balance	
Auto loans	
Student loans	
Check overdraft line of credit	
Home equity loan	
Margin loan	
Other debts	
Total	$
Current net worth (assets minus liabilities)	$

CASH FLOW

INCOME	ANNUAL AMOUNTS
Take-home pay	$
Bonuses	
Self-employment income	
Net income from rental properties	
Interest	
Dividends	
Other (specify)	
Total	$

OUTGO	
Mortgage or rent	$
Utilities	
Property taxes	
Income and social security taxes not withheld by employer	
Food	
Transportation (car loans, gas, repair, commuting)	
Day care	
Insurance	
Auto	
Homeowners	
Life	
Medical bills not covered by insurance	
Educational expenses	
Clothing	
Furnishings and home improvements	
Contributions	
Loan payments (excluding auto and home)	
Entertainment, vacations, gifts	
Other (specify)	
Total	$
Surplus or deficit (income minus outgo)	$

Unit VI: Investment for your Future

Time Allotment: 4 weeks

Overview:

Unit VI is intentionally positioned at the second half of the senior year so as to expose students to perhaps their final planned presentation of these important topics. It is likely to contain areas that are familiar to your students. For that reason, we suggest that you make it as interesting as possible by calling upon guest speakers from respected and familiar local institutions. Please consider having your students write a list of questions to ask of your speaker as preparation for each topic area.

Unit Outline:

I. Savings Institutions
  A. Savings and loans associations
  B. Commercial banks
  C. Credit unions
II. Factors Determine Interest Earned
  A. Interest rate
  B. Principle
  C. Interest paid
    1. Simple
    2. Quarterly
    3. Compounded
III. Savings Plans
  A. Passbook accounts
  B. Certificate of deposit
  C. Government securities
    1. Treasury bonds
    2. Treasury notes
    3. Treasury bills
    4. U.S. Savings Bonds
    5. Municipal bonds
IV. Checking Account
  A. Functions of
  B. Service charges
  C. Individual vs. joint accounts
V. Check Writing
  A. Check number
  B. Pay to order of
  C. Check amount
    1. Words
    2. Numeral
  D. Memo
  E. Endorsement
VI. Balancing Statement
VII. Kinds of Checks
  A. Personal
  B. Cashier's
  C. Traveler's
  D. Money order

VIII. Credit
  A. Credit cards
  B. Charge accounts
  C. Installment plans
  D. Bank loans
  E. Cost of
IX. Credit Rating
  A. Credit bureaus
  B. Rights of consumers
  C. Credit contracts
X. Business Investments
  A. Commercial paper
  B. Corporation bonds
    1. Moody's Investors Service
    2. Standard and Poor's Corporation
XI. Stocks
  A. Common
  B. Preferred
  C. Over the counter
XII. Investment Companies
  A. Open-end mutual fund
  B. Load funds
  C. No-load funds
XIII. Individual Retirement Accounts
  A. Terms of deposit
  B. Terms of withdrawal

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. identify five common services offered by banks.
2. balance a monthly checking account statement.
3. write a personal check that is completely free of errors.
4. describe the information provided on a bank statement.
5. list the advantages and disadvantages of purchasing on credit.
6. complete an application for credit form.
7. define the terms listed in the related vocabulary section.
8. state the difference between buying stock in a company and purchasing bonds from that company.
9. describe the principles and practices associated with Individual Retirement Accounts.

Student Learning Activities:

1. Read Chapter 18 "Bank Services, Savings and Checking"	Succeeding in the World of Work, Glencoe Publishing, 1986
2. Read Chapter 19 "Using Credit"	Succeeding in the World of Work
3. Read Chapter 23 "Banking Services and Credit"	Work: Pathway to Independence American Technical Society, 1979

3.	Read Chapter 23 "Banking Services and Credit"	Work: Pathway to Independence American Technical Society, 1979
4.	Read Chapter 17 "Banking Services"	From School to Work, Goodheart Wilcox, 1984
5.	Read Chapter 18 "Managing Cash and Credit"	From School to Work
6.	Make a directory of investment institutions in the community	Phone book
7.	Survey local banks to determine current interest rates for a variety of loans	Student conducted via group project
8.	Contact local banks to secure literature regarding interest paid for various savings plans	Student conducted via group project
9.	Guest speaker on writing checks and opening checking account	Local bank representatives
10.	Guest speaker, credit manager from local retail store	Student secured, perhaps a cooperating employer
11.	Review several different credit contracts from a variety of credit lending institutions	Student secured
12.	Guest speaker on credit cards	Local bank officer
13.	Guest speaker on stock purchase and investments	Local stock broker
14.	Guest speaker on Individual Retirement Accounts and other retirement systems	Local banker

Additional Classroom Activities:

1. State the importance of depositing money in an account that is insured by the Federal Deposit Insurance Corporation.
2. List the factors that determine the interest paid for money on deposit.
3. Calculate the interest earned on a principle when interest is paid. Quarterly as simple and compounded interest.
4. State the current interest rates offered for passbook savings accounts.
5. Discuss the advantages and disadvantages of a passbook savings account.
6. List two advantages and disadvantages of saving money via certificates of deposit.
7. Complete a deposit for a savings and checking account.
8. Discuss the value of endorsing a check "for deposit only" before endorsing a check.
9. State situations when a "cashier's check" may be required for payment.
10. State the advantages of using travelers' checks.
11. Name several types of institutions offering credit.
12. List the expenses involved in using a credit card.
13. Describe how installment buying differs from purchases made with a credit card or on a charge account.
14. List the factors that determine the cost of credit.

15. Calculate the finance charges associated with a credit contract.
16. Describe the hidden costs commonly associated with buying time.
17. Describe the variety of government securities offered to the public.
18. Describe how the selling of bonds is used as a means for business to raise money.
19. Translate information presented in the stock exchange table.

Competencies Mastered by the Completion of this Unit:

1. Understand that mathematics is a means of expressing quantifiable ideas.

2. Use basic statistical concepts to draw conclusions from data.

3. Understand the basic concepts of probability and statistics.

4. Organize data into tables, charts, and graphs and read and interpret data presented in these forms.

5. Formulate and solve problems in mathematical terms.

6. Assume the primary responsibility for identifying his/her needs and setting reasonable goals.

7. Make estimates and approximations and judge the reasonableness of results.

Related Vocabulary

Cashiers check

Principle

Standard & Poors

Moodys Investors Service

Certificates of Deposit

Collateral

Treasury notes

Municipal bonds

Commercial paper

Investments Quiz

_____ a. Certificate of indebtedness issued by a corporation or the government which agrees to pay back the money loaned by the investor on a certain date with a set interest rate

_____ b. Evidence of debt on property, such as a bond or stock certificate

_____ c. Investing money in a company and receiving dividends for use of that money

_____ d. Stock with a set dividend rate which is paid before common stockholders receive anything

_____ e. Largest securities research organization in the world

_____ f. Time when the average price of all stocks drops because of widespread selling of stocks

_____ g. Time when the average price of all stocks rises because of widespread buying of stocks

_____ h. Average price of selected well-known (blue chip) stocks which is announced to brokers several times a day

_____ i. Open auction market where buyers compete with other buyers to purchase securities at the lowest possible price, and sellers compete with other sellers to sell at the highest possible price

_____ j. Method of buying securities over the telephone instead of meeting in one place and bargaining

_____ k. Return on investment

_____ l. Person who gives money to a company or person with the idea of receiving interest for the use of her/his money

_____ m. Process by which the number of outstanding shares of a company's stock is increased, but the dollar amount of the capital remains the same

_____ n. Member of an organized exchange who acts as an agent in buying and selling securities for his/her customers

_____ o. Money that is paid to stockholders or depositors from profits

_____ p. Group of people who pool their money, invest in a variety of stocks, and share the dividends

1. Securities
2. Preferred stock
3. Bear market
4. Common stock
5. Bond
6. Standard and Poor's
7. Dividends
8. Stock split
9. Yield
10. Broker
11. Bull market
12. New York Stock Exchange (NYSE)
13. "Over-the-counter" stocks
14. Mutual fund
15. Dow Jones average
16. Investor

Unit VII: Meeting Your Adult Responsibilities

Time Allotment: 2 weeks

Overview:

The objective of this unit is to help the student to prepare an accurate tax return today. The student will develop sufficient skill and understanding to competently deal with this task in the future. He/she will better understand the role of taxes in our society and recognize the importance of our systems of voluntary compliance.

Unit Outline:

I. Voluntary Compliance

II. Basic Taxpayer Responsibilities
   a. Pay as you go
   b. Filing an annual tax return
   c. Obtaining a social security number
      1. Purpose of the social security number
      2. Record keeping
      3. Old age survivor's benefits
      4. IRS
      5. Form SS-5
   d. Filing for W-4
      1. Calculation of allowances
      2. Allowances
      3. Exemption from withholding
      4. Penalties
   e. From W-2 Wage and Tax Statement
      1. Employer responsibilities
      2. Copy B
   f. Estimated tax payments
   g. Filing a return
      1. Professional assistance
      2. VITA, TCE
      3. Deadlines
      4. Where to file
   h. Tax planning
   i. Taxpayer rights
      1. Privacy of Tax Information
      2. Routine review
      3. Examination process
      4. Appeal procedures
      5. Unresolved problems
      6. Collection process

III. Form 1040EZ
   a. Filing requirements
      1. Filing status, age, gross income determinants
      2. Status as determined by marriage and other factors
      3. Gross income
      4. Dividend exclusion
      5. Publication 21 review
   b. Who must file?

- c. Filing 1040EZ
    - 1. Taxable income level
    - 2. Single status only
    - 3. Exemptions
- d. Preparation activity

IV. Government Services

- a. Federal, State and Local Government Services
    - 1. National defense
    - 2. Managing natural resources
    - 3. Education
    - 4. Income security
    - 5. Environmental protection
    - 6. Monopoly prevention
    - 7. Regulatory agencies
    - 8. Consumer prevention
- b. Taxes in U.S.
    - 1. Three economic bases:
      Income
      Consumption
      Property and wealth
- c. Taxes at Different Levels of Government
    - 1. Federal
    - 2. State
    - 3. Local
- d. Ability to Pay
    - 1. Exemptions and deductions
    - 2. Income tax rates
- e. Federal Dollar
- f. Taxes in Other Countries

V. State Taxes

- a. Personal Income Taxes
    - 1. Flat rate
    - 2. Graduated rate
- b. Sales Taxes
    - 1. Goods and Services
    - 2. Types: Vendor, Consumer, Combination
    - 3. Flat rate
    - 4. Exclusions
    - 5. Use tax
- c. Property Tax
    - 1. Real property and personal property
    - 2. Market value
    - 3. Exemptions
    - 4. Local government
- d. Other State Taxes
    - 1. Inheritance Taxes
    - 2. Estate Tax
    - 3. Fuel Tax
    - 4. Corporate Income Tax

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. describe their rights and responsibilities as taxpayers.
2. determine who must file an income tax return.
3. prepare a Form 1040EZ.
4. identify and classify major taxes.
5. define "ability to pay" and "progressive taxation."
6. identify the common types of state taxes.
7. describe the Social Security Benefits.
8. list the recipient groups which receive social security benefits.
9. explain how social security benefits are achieved.

Student Learning Activities:

1.	Read "Taxpayer Rights and Responsibilities" Module 1, Publication 19. Answer questions on a worksheet	"Understanding Taxes" Dept. of Treasury, IRS, Publication 19 (use yearly updated issue) Module 1
2.	Read "How to Prepare an Income Tax Return" Module 2, Part I 1040EZ; answer questions on a worksheet; complete 1040EZ Tax Form	Blank Tax Forms, Tax Tables from IRS publication
3.	Read "State Taxes" Module 6, Publication 19 Answer questions on a worksheet	Teacher prepared worksheet on Module contents
4.	Guest speaker: CPA or Tax Return Specialist Topic: "Problems people experience when preparing for their taxes" Question and answer session	Community Base
5.	Read "Current Issues in Taxation" Module 9 Publication 19. Answer questions on prepared worksheet	Current events, articles reproduced from newspapers, magazines, other publications
6.	Readings, Questions and Answers Discussion related to understanding of the social security system. Read "Your Social Security." Answer questions on prepared worksheet	"Your social Security" Yearly January edition of publication from the local office of Social Security
7.	Worksheet: "Social Security Facts"	Teacher prepared material
8.	Speaker: Social Security Counselor Question and answer session	Contact local Social Security office
9.	Readings with worksheets dealing with current issues related to social security	Reproduce newspaper articles, magazines, etc., on issues related to current status of social security. Prepare worksheets on reproduced articles

Competencies Mastered by the Completion of this Unit:

1. Recognize the necessity for moral and ethical conduct in our society.
2. Follow written instructions.
3. Organize data into tables, charts, and graphs, and read and interpret data presented in these forms.
4. Use mathematical skills and techniques to complete consumer and job related skills.
5. Gather information from primary and secondary sources.
6. Write a report using that information.
7. Cite sources properly.
8. Add, subtract, multiply and divide using whole numbers, decimals, fractions and integers.

TAXPAYERS RIGHTS AND RESPONSIBILITIES

After reading the question, place your answers in the blanks provided on the left margin.

1____________________

2.____________________

____

3.____________________

4____________________

5____________________

6____________________

____

7____________________

____

8____________________

9____________________

____

10____________________

11. _____

12. _____

13. _____

14. _____

15. _____

16 _____

17. ____

18. ____

19. ___

1. ________ ___________ is the name of the system whereby it is the taxpeyer's responsibility to file a tax return without being forced to do so by the government.

2. The letters F.I.C.A. stand for these words.

3. The letters F.I.T. stand for these words.

4. The letters I.R.S. stand for these words.

5. To obtain a Social Security number, you must file a form called a Form #_________.

6. Your Social Security number is used by any organization which pays you money during the year. To other organizations which may need your SS# are _______and_______.

7. Tho letters U.I.T.A. stand for the words.

8. The letters T.C.E. stand for the words.

9. The full title of a W2 form is ______and_+_____ ______

10. The full title of the W4 form is ....

11. The amount of your tax liability is determined by (a) IRS, (b) taxpayer, (c) Department of Treasury, (d) accountants

12. Paying your fair share of taxes is (a) the law, (b) expected (c) your moral obligation, (d) voluntary (e) all of the above.

13. (a) Most, (b) some (c) all (d) none employers are required to withhold taxes from your paycheck and deposit them with the government.

14. Withholding taxes earn (a) 4% interest, (b) dividends (e) 5 ¼% interest, (d) nothing, while on deposit with the government.

15. Out of every 10 jobs, (a)10 (b) 5 (c)9 (d) 7 (c) 3 are covered by Social Security.

16. Self-employed workers (a) do not pay FIT, (b) withhold FIT from each check, (c) pay at the end of the year, (d) pay in installments.

17. Each allowance or exemption that you claim, (a) raises, (b) lowers, (c) has no effect upon, the amount of tax withheld.

18. When conditions change affecting your exemptions, you have the following number of days to file a new W-4: (a) 10, (b) 30 (c) 365 (d) 2 (e) 60

19. If you file a W-4 to lower the tax withheld without being legally entitled to that new withholding tere is (a) no

(b) $500, (c) $1,000 (d) prison sentence as a penalty.

20. ____

20. Your employer is required to send you your W-2 form by (a) Jan. 1, (b) Jan. 15, (c) Jan. 31, (d) Feb. 15, (e) April 15.

21. _____

21. If you don't get your W-2 in 45 days, you are to (a) wait another 30 days, (b) call the IRS (c) file your tax form without it.

22. _____

22. When you file your tax return, you need to attach this (these) copy(s): (a) A, (b) B (c) C (d) D (e) all of the above

23. _____

23. The deadline for filing your tax return without penalty is: (a) Jan 31, (b) March 15, (c) April 15, (d) June 1, (e) July 4 (f) your birthday

24. _____

24. If you pay less tax than you owe you must pay a) a penalty, (b) interest (c) nothing additional, (d) a fine, penalty, and interest.

25. _____

25. If you don't pay the amount owed to the IRS it has the power to (a) place a lien on your property, (b) attach your pay, (c) collect it through the courts (d) all of the above

26. _____

26. When reporting income, you must pay tax on (a) wages (b) salary (c) interest (d) tips (e) all of the above

TRUE/FALSE

7. _____

27. The IRS advises against claiming 0 exemptions, as it cuts your money

28. _____

28. Being selected for an examination means you automatically owe more tax

29. _____

29. Most taxpayers understand our tax laws and complete their own tax returns

30. _____

30. If your W-2 is incorrect, you should write the corrected amount and submit it.

31. _____

31. Most students will use the 1040A to file their tax returns

32. _____

32. If you have someone to complete your tax form and an examination shows you owe more tax, they must pay it.

33. _____

33. The regional IRS Center where our tax returns are sent is in New York City.

34. _____

34. All the math on every tax return is checked by a person with a calculator.

Short essay:

Explain the system of "voluntary compliance."

Unit VIII: Organized Labor

Time Allotment: 3 weeks

Overview:

The labor movement has been and continues to be a significant force affecting the American worker. It has a long and interesting history and has improved the status and working conditions of the average worker. In many industries labor contracts determine pay rates, fringe benefits, advancement procedures and working conditions.

Unit Outline:

I. Medieval Craft Guild
    A. Purpose/need for
    B. Restricted membership
    C. Set quality standards
    D. Fraternal functions
    E. Journeyman-master
    F. Merchants-employer guilds
II. Early American Labor Movement
    A. Economic and social conditions in early 1800's
    B. Predominant trades
    C. Working conditions
    D. Labor organizations
        1. National Labor Union (NLU)
        2. Noble and Holy Order of the Knights of Labor (Knights)
        3. American Federation of Labor (AFL)
        4. United Mine Workers (UMW)
    E. Early Labor Organizers
        1. Uriah S. Stephens
        2. Terence V. Powderly
        3. Samuel Gompers
        4. William S. Haywood
        5. George Meany
III. Labor Movements in First Half of 1900's
    A. Working conditions
        1. "Sweat shops"
        2. "Black list"
        3. "Yellow dog" contracts
    B. Economic/political factors
        1. World War I
        2. The Depression
    C. Important labor events
        1. International Ladies Garment Worker's Union
        2. The Railway Labor Act of 1926
        3. The Norris-LaGuardia Act
        4. New Deal
        5. National Labor Relations Act "Wagner Act"
        6. Fair Labor Standards Act of 1938
        7. Social Security Act of 1935
    D. Labor tactics
        1. "Walk-outs"
        2. "Sit-downs"
        3. "Stay-ins"
        4. "Strikes"

- E. Committee on Industrial Organization (CIO)
    - 1. John L. Lewis
    - 2. Mass-Production Industries

IV. Government Relations and Merger
- A. World War II
- B. War Labor Board of 1942
- C. Post War Relations
- D. New areas for contract negotiations
    - 1. Fringe benefits
    - 2. "Annual Improvement Factor"
    - 3. Pensions
    - 4. Retirement Plans
    - 5. Paid vacations
    - 6. National holidays
    - 7. Paid time for "washing up"
    - 8. Paid funeral leave
- E. Labor Management Relations Law (Taft-Hartley)
- F. Communists and Unions
- G. AFL-CIO Merger
- H. Landrum-Griffin Law

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. describe four unfavorable working conditions that lead to the organization of workers in a union.
2. define the terms listed on the related vocabulary list.
3. name four individuals who contributed to the early labor movement and describe their accomplishments.
4. describe two factors that influence the positions of labor and management during a contract negotiation.
5. describe three labor tactics used to help them win during a contract dispute.
6. list five common fringe benefits that are not required by the labor laws but have been won through labor negotiations.
7. describe the process involved in contract negotiations.
8. write a labor contract listing what you would consider to be reasonable.
9. tell how a cost of living adjustment is determined.

Student Learning Activities:

1. Read Chapter 21 "The Worker in Our Economic System"	Test: Work Pathway to Independence
2. The following booklets may be obtained from the: United Auto Workers, 111 South Road, Farmington, CT	Contact UAW - 674-0143 Mr. Richard Days Mr. Charles Moyles

This is the AFL-CIO
High School Labor Studies
AMMO
A Union is People Working together
UFCW Safety and Health Manual
Challenge of the Future, Human Services for All
The Case of the Workplace Killers
This Union Cause
Heritage of Struggle
The Naked Truth About Unions

3.	Mr. Moyles and Mr. Days are willing to visit your class to discuss the UAW and unions in general. (Address and Phone on previous page) They also have available a multitude of films pertaining to unionism. Call and ask for their film catalog	Contact UAW
4.	Student Research Projects: Each student takes a significant individual or event that influenced union organization and reports to class	Local library
5.	Guest speakers - Representatives from a union and management to discuss unionism	Community resources
6.	Review union contract. Obtain union and management to discuss unionism	Local union
7.	Student participation in mock negotiations, arbitration and mediation sessions	Teacher directed
8.	Students should write a labor proposal first from a union position then from the management position	Teacher directed
9.	Joint project with social studies department. Student researching economic and social conditions within a specific period of time and reporting on how she/he believes they would influence work and labor organization conditions	Teacher directed

NOTE: Unless your background is already extensive in this area, you should be prepared to call upon community resources for assistance and perhaps consult your local library's many texts on this subject.

Unfortunately, student texts are very brief in their presentation of this unit.

Additional Classroom Activites:

1. Discuss the role of the craft guilds in protecting the craftsmen.
2. List three similarities between the craft guilds and today's labor unions.
3. Describe the industrial climate that existed after the Civil War.
4. State three reasons why the early labor unions believed that secrecy and ritual were essential to protect union members.
5. State the two major actions taken by employers to counteract union organization.
6. List the two major areas in need of improvement for the worker in the 1800's.
7. Describe the influence of World War I on the worker's efforts to organize unions.
8. Explain how Franklin Delano Roosevelt's presidency affected the union's cause.
9. List four benefits derived by the worker through the enactment of the Fair Labor Standard Act of 1938 and the Social Security Act of 1935.

10. Describe the influence of World War II upon the economy, the worker and the consumer.
11. Identify the political conditions that brought about the union of the AFL and CIO in 1955.
12. Explain why unions were slower in attracting membership from profession, white collar and agricultural workers.
13. List two advantages and disadvantages of an "open shop."
14. Define "union shop" and state two advantages of working in a "closed shop."
15. Describe the difference between mediation and arbitration.
16. List two advantages and disadvantages of union workers "striking."
17. Define injunction and state its effect on union negotiations.
18. List three "job actions."

Competencies Mastered by the Completion of this Unit:

1. Appreciate the American worker's contribution to our society.

2. Develop personal criteria for making informed judgements and ethical decisions regarding labor unions.

3. Recognizing the influence of economics, social and political conditions upon the American workers.

4. Ask and answer questions correctly and concisely regarding labor unions.

5. Identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations and report accurately what has been rpesented.

6. Deliver oral presentations using a coherent sequence of thought.

7. Draw reasonable conclusions from information found in various sources and defend his/her conclusions rationally.

8. Locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interviews, and direct observations.

AMERICAN LABOR UNION REVIEW SHEETS

______________________________ CLASS____________________ DATE___________________

UNION SHOP - you must join union after 30-60 days of employment

OPEN SHOP - employee has the right to join or not to join the union

GRIEVANCE PROCEDURE - procedure for workers' complaints against management

SOLIDARITY - workers sticking together for the advancement of their common cause

CRAFT UNION - association of skilled worker

INDUSTRIAL UNION - both skilled and unskilled workers may join

NEGOTIATION - formal contract discussions between labor and management

MEDIATION - third party gives advice to labor and management. This is non-binding.

ARBITRATION - binding decisions by a third party on labor/management dispute

STRIKE - refusal to work. The ultimate weapon of labor

INJUNCTION - court order stopping a strike

LOCKOUT - court order stopping a strike

SCAB - worker who crosses a picket line

BOYCOTT - refusal to handle products of business being struck

BLACKLIST - list of union organizers kept by management; now illegal

CONTRACT - legal agreement between parties. The union is the bargaining agent for workers.

PICKETING - when workers on strike march in a line outside the struck business

JOB ACTION - workers stay on the job but refuse to do some or all of their regular duties

SLOWDOWN - job action in which workers reduce their output

FEATHERBEDDING - requires an employer to pay for services which are not performed. Featherbedding practices are designed to maintain the employment of persons whose jobs have been lost to new technique or automation.

NORRIS - LaGUARDIA ACT (1932) - exempted unions from anti-trust legislation thereby stopping the use of injunction

WAGNER ACT (1935) - guaranteed workers the right to form and join unions

WAGES & HOURS ACT (1938) - also known as the Fair Labor Standards Act. This set minimum wages and maximum hours.

TAFT - HARTLEY ACT (1947) - unions dislike this labor law the most. This law prohibited certain unfair practices by unions against employees.

LANDRUM - GRIFFIN ACT (1959) - tried to rid unions of corrupt practices and make them more democratic

CONCESSIONS IN EXCHANGE FOR A PROMISE - when, during contract negotiations, union will agree to give up certain demands or benefits in exchange for management's promise of future guarantees (usually job security - agreeing not to close a plant or to build an additional factory).

COST-OF-LIVING ADMUSTMENT (COLA) - when the cost-of-living index (definition: a general statistic which measures the percentage increase in the cost of consumer goods) rises, workers will receive a percentage increase on their pay. COLA's have proven to be an extremely lucrative benefit during years of increasing inflation.

LABOR UNIONS
VOCABULARY TEST

NAME________________________________ SCORE ______________

Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____ a. Union procedure for handling complaints and disputes originated by workers or unions at any time

_____ b. Government agent who may be called upon to help labor and management reach an agreement

_____ c. Federation or organization of craft and industrial unions resulting from a merger of the American Federation of Labor and the Congress of Industrial Organizations

_____ d. Organization which represents all jobs in a particular craft

_____ e. Organization composed of all classes of workers in one or more industries

_____ f. Union limited in membership to workers engaged in the same trade rather than the same company or industry

_____ g. Strike by employees even though union leader has not authorized such an action

_____ h. Agreement reached by two parties where each party "gives in a little"

_____ i. Environment in which the employee works

_____ j. Laws allowing people to work without joining a union

_____ k. All employees are not required to become union members

_____ l. "Extras" in addition to the regular wages

_____ m. Procedure under which a neutral third party hears both sides of a labor-management dispute and then issues a decision which is binding on both sides

_____ n. Work stoppage by union members to pressure management to concede to demands

_____ o. System of organized bargaining between employers and unions during contract negotiations

_____ p. Organized group of workers

_____ q. All employees are required to become members of the union within a specific time after being hired

_____ r. Elected union member who handles grievances of members with the employer

_____ s. Organization representing workers in the same area through monthly meetings

1. Grievance procedure
2. Open shop
3. Industrial union
4. Working conditions
5. Wildcat strike
6. Compromise
7. Fringe benefits
8. Trade union
9. Mediator
10. "Right-to-work" laws
11. AFL-CIO (American Federation of Labor - Congress of Industrial Organizations)
12. Craft union
13. Arbitration
14. Union shop
15. Stockpile
16. Collective bargaining
17. Picket line
18. Strike
19. Local union
20. National union
21. Federation
22. Strike breaker
23. Apprenticeship
24. Shop steward/ess
25. Bargaining agent
26. Union

_____ t. Organization of local unions governed by a national convention

_____ u. Organization of national and international unions

_____ v. Person hired to replace a striking worker

_____ w. Training program conducted by a company or union involving on-the-job training and a minimum of hours in a classroom to learn a skilled trade

_____ x. Procedure where management stores materials which may be affected by a shortage if a strike occurs

_____ y. Union which is the exclusive representative of all workers in an industry and, thus, has total negotiating rights

_____ z. Method often used to show discontent where strikers march in front of a business carrying protest signs

_____aa. Attempt to put economic pressure on an employer or industry by refusing to handle, use, or purchase its products or by causing others to do the same

_____bb. Work stoppage initiated by the employer where the business is closed and people are not allowed to work

_____cc. Situation where workers do not produce as much as usual to emphasize their demands

_____dd. Employment practices such as payment for work not performed or restrictions upon the use of labor-saving equipment

_____ee. Increase in wages tied to increases in the price level indexes compiled by the government

_____ff. Usually refers to the Taft-Hartley Act authorizing the President of the United States to suspend a strike and order labor and management back to work and to the bargaining table for 80 days

_____gg. Privileges given because of being on a job a certain length of time

27. Slowdown

28. Cooling-off period

29. Boycott

30. Featherbedding

31. Seniority

32. Cost-of-living adjustment

33. Lockout

Unit IX: Becoming an Entrepreneur

Time Allotment: 8 weeks (9 chapters)

Overivew:

This unit is designed to provide you with guidelines for being innovative and as creative as you can in proposing a new business venture.

Unit Outline: Chapter 1 - Introduction

I. Why you plan to start this business

II. Business Structure
  A. Sole proprietor
  B. Partnership
  C. Corporation

III. Customers or clients you plan to serve

IV. Kind of goods - service you would like to handle

IV. Business Name

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. define a small business
2. identify the different types of small businesses
3. describe how a small business fits into our whole economic system
4. define competition
5. how does supply and demand affect a business
6. analyze what skills you would need to start your own business
7. determine the risks of starting your own business

Student Learning Activities:

1. Discuss the specific vocabulary
2. Begin a business
3. Group discussions on business

Related Vocabulary

Supply

Demand

Competition

Sole proprietor

Corporation

Economic system

Entrepreneurship

Unit Outline: Chapter 2 - Business Plan

I. Business Description
   A. Description of goods and services you will offer
   B. Background of entrepreneur
   C. Feasibility of your business

II. Marketing Strategy
   A. Who are your potential customers?
   B. Identify the competition
   C. How are you going to advertise?
   D. Where is the location, why?

III. Management
   A. Explain personnel needs
   B. Employee training
   C. Methods of recordkeeping
   D. Licenses and permits

IV. Capitol Expenditures and Start Up costs
   A. Fill out worksheet from SBA

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. identify the reasons for starting your business
2. complete the worksheet for the business
3. identify how the business plan helps the entrepreneurs

Related Vocabulary

Business plan

Feasibility study

Marketing

Operation expenses

Wholesale

Retail

Gross Margin

Expenses

Cost of goods sold

Cash flow

Income projective

Net income

Unit Outline: Chapter 3 - Location

- I. Types of Business Locations
  - A. Central shopping district
  - B. Shopping center
  - C. Industrial areas
  - D. Major traffic roads

- II. Nature of Business
  - A. Retail
  - B. Service
  - C. Wholesale
  - D. Manufacturing

- III. Competition
  - A. Number of competitors
  - B. Location of competitors
  - C. Type of competition
    - 1. Franchise
    - 2. Small local business
    - 3. Chain

- IV. Population
  - A. Income level
  - B. Age level
  - C. Type of economy

- V. Size and Type of Building
  - A. Square footage needed
  - B. Facade
  - C. Parking

- VI. Business Image

- VII. Traffic Analysis

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. explain the importance of selecting the right business location
2. identify factors to be considered when selecting a location
3. determine the advantages and disadvantages of different types of business locations

Related Vocabulary

Traffic analysis

Zoning laws

Industrial Park

Economic base

Population

Retail industry

Wholesale industry

Service industry

Manufacturing industry

Central shipping district

Small Business Administration

Unit Outline: Chapter 4 - Financing the Business

I. Costs to be Considered When Starting a New Business
    A. Type of Business
        1. Service industry
        2 Product industry
    B. Start up inventory costs
    C. Location of business in terms of financing
        1. Rate for square footage rental
        2. Monthly mortgage
    D. Equipment
        1. Furniture
        2. Fixtures
        3. Signs
        4. Office supplies
    E. Fixed and variable expenses
        1. Advertising
        2. Heat
        3. Electricity
        4. Telephone
        5. Insurance
        6. Other utilities
        7. Licenses
        8. Payroll
        9. Inventory

II. Types of Financing Available
    A. Debt financing
        1. Short term notes
        2. Long term loans
    B. Equity financing
        1. Personal savings
        2. Partnership
        3. Corporation
        4. Investment sources
        5. Real estate

IV. Institution that will Finance a Business
    A. Banks
    B. Credit Unions
    C. Insurance Companies
    D. Government
    E. Independent Loan Company

V. Considerations for Institutions in Granting Credit (6 c's)
    A. Character
    B. Capital
    C. Capacity
    D. Collateral
    E. Circumstances
    F. Coverage

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. explain the different types of costs that are involved when starting a new business.
2. identify the two main types of financing a new business.
3. explain the six criteria used by lending institutions for extending credit.
4. explain the advantages and disadvantages of both debt financing and equity financing.

Related Vocabulary

Inventory

Start up costs

Free enterprise

Credit

Fixed expenses

Variable expenses

Debt financing

Equity financing

Investment capital

S.B.A.

Short term loans

Long term loans

Collateral

Credit unions

Secured loans

Unsecured loans

Line of credit

Capacity

Character

Unit Outline : Chapter 5

- I. Marketing Mix
  - A. Products
    - 1. Functions
    - 2. How packaged
    - 3. Image of product
    - 4. Guarantees
    - 5. Brand names
    - 6. Productivity
  - B. Price
    - 1. Markup
    - 2. Price customer will pay
    - 3. Competitive prices
  - C. Promotion
    - 1. Information to be conveyed
    - 2. Media used
    - 3. How often advertised
  - D. Place
    - 1. Product distribution
    - 2. Transportation used
    - 3. Customer service
    - 4. How will product be handled and stored

- II. Buying Motives
  - A. Emotional
    - 1. Status
    - 2. Pride
    - 3. Pleasure
    - 4. Cuts work time
  - B. Rational
    - 1. Dependable
    - 2. Easy to use
    - 3. Cost
    - 4. Durable

- III. Market Analysis
  - A. Identify
  - B. Identify the elements of the problem
  - C. Gather data
  - D. Analyze data
  - E. Determine a solution

Performancve Objectives:

Upon completion of this unit, the student will be able to:

1. explain the concept of marketing
2. define target market
3. explain the marketing mix
4. explain what a marketing plan is
5. define promotion
6. describe the advantages and disadvantages of each type of media
7. explain the objectives and advertising

Related Vocabulary

Marketing
Customer Profile
Target market
Emotional buying motives
Rational buying motives
Market research
Marketing research
Media
Markup
Channel of distribution
Product advertising
Institutional advertising
Goodwill
Public relations

Unit Outline: Chapter 6 - Management

I. Planning
   A. Short term goals
   B. Long term goals
   C. Budget
   D. Dolkies
   E. Procedures
   F. Production schedules

II. Controlling the Business
   A. Organizational chart
   B. Job description
   C. Quality control
   D. Time management
   E. Cost analysis

III. Recruiting of Employers
   A. Newspaper ads
   B. Word of mouth
   C. Employment agencies
      1. Public
      2. Private
   D. Help wanted sign
   E. High schools
   F. Colleges

IV. Interviewing the Candidates
   A. Application - resume review
   B. Questions to be asked
   C. E.E.O.C.
   d. Evaluation

V. Training Programs
   A. Goals
   B. Method of instruction
   C. Cost
   D. Time
   E. Evaluation

VI. Supervisor Types
   A. Democratic
   B. Authorization
   C. Laissez-faire

VII. Characteristics of Good Supervisor
   A. Listens
   B. Keeps employees informed
   C. Is consistent
   D. Sets high standards
   E. Gives clear directions
   F. Gives constructive criticism
   G. Is understanding
   H. Delegate responsibility
   I. Allows employee freedom

VIII. Motivating Employers
    A. Raises
    B. Profit sharing
    C. Fear of getting fired
    D. Self satisfaction

IX. Company Handbook
    A. History of the business
    B. Opportunities for advancement
    C. Your role in the business
    D. Procedures
        1. Business hours
        2. Working hours
        3. Breaks
        4. Reporting an absence or tardy
        5. Safety
        6. Filing a grievance
        7. Evolution of workers
        8. Uniforms
    E. Benefits
        1. Insurance
        2. Sick leave
        3. Vacations - time off
        4. Training
    F. Services
        1. Credit union
        2. Co-pay for educational training
        3. Facilities

X. Employee Evaluation
    A. Quality of work
    B. Attitude
    C. Personal appearance
    D. Initiative
    E. Attendance
    F. Use of good judgement
    G. Quantity of work

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. explain the role of a supervisor in a business
2. identify the steps in hiring new employees
3. explain the three types of management styles
4. describe ways to motivate employees
5. explain why time management is important in a business
6. explain why short and long term goals are important
7. describe the various methods in recruiting employees
8. name the characteristics of a good supervisor
9. name the items that should be included in a company handbook

Related Vocabulary

Policies

Procedures

Time management

Job description

Organization chart

Line and staff organizations chart

Budget

Training program

Motivation

OSHA

Profit sharing

Group insurance

Evaluation

Employee compensation

Management style

Unit Outline: Chapter 7

- I. Legal Aspects in Business
  - A. Business structure
    - 1. Sole owner
    - 2. Partnership
    - 3. Corporation
  - B. Contracts
    - 1. Sales
    - 2. Lease
    - 3. Conditional
    - 4. Mortgage
  - C. Contracts
  - D. Guarantees
  - e. Real estate

- II. Regulation Agencies
  - A. FTC
  - B. EEOC
  - C. OSHA
  - D. EPA

- III. Taxes
  - A. Personal income tax
  - B. Corporate taxes
  - C. Excise taxes
  - D. Social security tax
  - E. Withholding tax
  - F. Sales tax
  - G. Property tax
  - H. Worker's compensation insurance premiums

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. explain government regulations and why they are necessary for a business.
2. define the term contract.
3. explain the components of a written contract.
4. explain the taxes which affect a small business.
5. identify the legal aspects faced by an entrepreneur

Related Vocabulary

Patent

Contract

Litigation

Trademark

Zoning

Building codes

Lease

Negligence

Uniform commercial code

Warranty

Guarantee

Conditional sales contract

Mortgage

Anti-trust laws

Excise Tax

Monopoly

Price fixing

Federal Trade Commission

Equal Employment Opportunity Commission

Occupational Safety and Health Administration

Environmental Protection Agency

Workers Compensation

Truth in Lending Act

Internal Revenue Service

Federal Communications Commission

Department of Labor

Small Business Administration

Food and Drug Administration

Consumer Credit Protection Act

Fair Labor Standards Act

Unit Outline: Chapter 8 - Recordkeeping

I. Employees
  A. Hours worked
  B. W-4 or W-4A
  C. Wages - Withholding - Social Security
  D. Employee file
    1. Expenses
    2. Job description
    3. Evaluation reports
    4. Wage history
    5. Resume/application

II. Inventory
  A. Purchase orders
  B. Control records of inventory
  C. Supplier and vendor files
  D. Ledgers

III. Sales
  A. Sales slips
  B. Advertising
  C. Daily summary of sales

IV. Credit Records
  A. Customers name/address
  B. Date item purchased
  C. Item that is purchased
  D. Amount of purchase

V. Customer Records
  A. Name and addresses of past customers
  B. Mailing lists

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. identify the types of records that you would use in (your) a business.
2. list the reasons for keeping records for a business.
3. describe the elements of a balance sheet.
4. define a profit-loss statement.

Related Vocabulary

Profit and loss statement

Balance sheet

Gross profit

Net worth

Working capital

Purchase order

Ledger

Asset

Liability

Gross sales

Credit limit

Cash discount

Unit Outline: Chapter 9 - Safeguarding the Business

I. Insurance
  A. Fire
  B. Inventory
  C. Fidelity insurance
  D. Liability
  E. Casualty
  F. Errors and omission insurance

II. Security
  A. Burglar alarms
  B. Armored truck service
  C. Outside lights
  D. In house cameras/mirrors
  E. Patrol services

III. Bad Checks
  A. Identification
  B. Check verification
  C. Photo of check casher

IV. Employee Theft
  A. Inspect package
  B. Inspect trash
  C. Check loading areas
  D. Reference check on new employees

V. Shoplifters
  A. Mirrors
  B. Display cases locked
  C. Limit items into dressing rooms
  D. Employee training

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. identify the insurances to protect a business.
2. identify ways to help stop bad checks.
3. identify ways to stop shoplifters
4. identify ways to stop employee theft

Related Vocabulary

Risk
Bad Check
White Collar Crime
Non Sufficient Funds
Internal Theft

Common Core of Learning

Positive self-concept
Motivation and persistence
Responsibility and self-reliance
Intellectual curiosity
Interpersonal relations
Sense of community
Moral and ethical values
Reasoning and problem solving
Mathematics

Competencies Mastered by the Completion of this Unit:

1. Develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future.
2. Act through a desire to succeed rather than through a fear of failure; and recognize that failure is a part of everyone's experience.
3. Strive toward and take risks necessary for accomplishing tasks and fulfilling personal ambitions.
4. Initiate actions and assume responsibility for the consequences of those actions.
5. Demonstrate independence of thought necessary for leadership and creativity.
6. Develop productive and satisfying relationships with others based upon mutual respect.
7. Recognize that values affect choices and conflicts.
8. Develop personal criteria for making informed moral judgments and ethical decisions.
9. Exhibit the interpersonal skills necessary for success in the workplace.
10. Use mathematical skills and techniques to complete consumer and job-related tasks.

WHAT DO WE KNOW ABOUT ENTREPRENEURS?

Instructions: Read the following statements. Decide which of these statements surprise you based on your personal experience. Be ready to discuss them with the class or in small groups.

Small business creators come in all kinds of sizes and shapes. No one can predict who will or won't make it work. Researchers have tried to find some common element for entrepreneurs that students may match. A recent report on entrepreneurs from the National Federation of Independent Business (1983) suggests the following:

About 40 percent of entrepreneurs had a high school degree or less.

About 50 percent of entrepreneurs had parents who owned a business.

Thirty-five percent of entrepreneurs were under the age of 30.

Entrepreneurs generally believe they can control their own future.

It is psychologically easier to start a business when you are around others who are doing it.

Job experience acts as an incubator for employees who are getting ready to branch into their own business.

More than 50 percent of entrepreneurs start businesses in the areas in which they already have job experience.

Personal savings are the most important source of funds to the beginning entrepreneur.

Most people start businesses where they are already living and working.

Qualities such as determination, energy, and an ability to learn from previous experience can make a difference.

Successful entrepreneurs tend to seek advice from outside professionals.

Success does not mean the same to all entrepreneurs.

Entrepreneurs are influenced early in their lives by people like themselves who are already successful in business (role models).

ENTREPRENEUR INTERVIEW QUESTIONS

Instructions: Interview an entrepreneur and write a case study about him or her based on the responses.

1. When did you first decide that you wanted to work for yourself?

2. What were your career plans when you graduated from high school?

3. How many hours do you work a week?

4. Do you enjoy doing something just to prove you can?

5. Do you believe there should be security in a job?

6. Do you plan your tasks before getting started?

7. What are your hobbies?

8. How much time do you spend watching TV?

9. How much time do you spend with friends and family?

10. What do you like about having your own business?

11. What do you dislike about having your own business?

GOING INTO BUSINESS PROJECT NAME ______________________________

1. The teacher will furnish a suggested "Table of Contents" to contain the basic requirements for the project. The students are encouraged to use their creativeness by going beyond the basic requirements to achieve an excellent grade.

2. The written report must be in ink or typed, submitted in a folder and in a respectable level of business neatness.

3. The company or organization you choose can be real or proposed. You may choose a retail product or service. The organization you represent is your decision.

TABLE OF CONTENTS

CHAPTER PAGE

I. INTRODUCTION . . . .
   1. Consumers you plan to serve. . . . .
      Interest type(s) . . . .
      Income group . . . .
      Other background information . . . .
   2. The kind of goods/services you would like to handle. . . . .
   3. How (goods) are produced and manufactured. . . . .
   4. Usual channel of distribution for (goods). . . . .
   5. The prospects for your business' growth. . . . .

II. ORGANIZING THE BUSINESS. . . . .
   1. The kind of business you will open . . . .
   2. How the store will be owned. . . . .
   3. The kind of stores which will be your major competition. . . . .
   4. A collection of pictures or illustrations which will help you put your ideas into form. A sketch of the business, showing the kind of business, would be helpful. . . . .

III. THE BUSINESS LOCATION, LAYOUT AND EQUIPMENT. . . . .
   1. Choosing a location. . . . .
   2. The building . . . .
   3. The equipment. . . . .
   4. The layout . . . .
   5. The business image . . . .

IV. THE FINANCING OF THE BUSINESS. . . . .
   1. How much money you will need to start your business. . . . .
   2. Where you will get the necessary capital . . . .
   3. The kinds of insurance you will purchase to cover your retailing risks

V. POLICIES FOR THE NEW STORE . . . .
   1. Merchandise or service . . . .
   2. Personnel policies . . . .

VI. BUYING . . . .
   1. The buying procedure you will follow to obtain your (goods). . . . . .
   2. A buying plan for at least two important items you will carry. . . . .
   3. A list of suppliers and item(s) you will buy from each supplier . . . .
   4. A list of rules and ethics you will observe in your dealings with suppliers. . . . .

VII. CHECKING, RECEIVING AND PRICING FOR PROFIT. . . . .
1. Outline the procedure for receiving, checking, marking, storing and arranging stock you will use in your store. . . . .
2. List the steps of invoice control from receipt of the invoice to payment. . . . .
3. List at least five rules you will follow with regard to preparing goods for selling . . . .
4. Store's policy for mark-ups . . . .
5. Store's policy for mark-downs and leaders . . . .

VIII. CONTROLLING THE STORE . . . .
1. Explain and illustrate your system for keeping purchase and expense records . . . .
2. Write a paragraph on the collecting of sales data in your store . . .
3. Describe how you would take inventory in your store and how often this would be done. . . . .
4. Prepare an income statement and balance sheet for your store's first year of operation . . . .
5. Set up a merchandise plan for your store, with the merchandise classifications you would set up for your store . . . .

IX. LEGAL ASPECTS FOR YOUR STORE. . . . .
1. Government laws, local, state, federal. . . . .
2. Taxes and Licenses, local, state, federal . . . .

EVALUATION

How are we going to be graded?

1. SCORE SHEET FOR WRITING AND CREATIVE EVALUATION OF GOING INTO BUSINESS PROJECT.
NAME OF STUDENT ____

Learning Concepts and Skills Covered in Project	Failure (5)	Poor (4)	Average (3)	Good (2)	Excellent (1)
1. Introduction	0-14	15-17	18-20	21-23	24-25
2. Organizing the Business	"	"	"	"	"
3. The Business Location, Layout and Equipment	"	"	"	"	"
4. Financing of the Business	"	"	"	"	"
5. Policies for the Business	"	"	"	"	"
6. Buying	"	"	"	"	"
7. Checking, receiving and pricing for Profit	"	"	"	"	"
8. Controlling the Store	"	"	"	"	"
9. Legal Aspects for your Store	"	"	"	"	"
10. English Mechanics	"	"	"	"	"
11. Creativeness and thoroughness of Total Project	"	"	"	"	"

TOTAL OF WRITTEN REPORT: __________
275

NAME ______________________________

PROFIT & LOSS STATEMENT

Directions: Using the following figures, complete this statement to determine the net sales, gross profit, net profit and profit after taxes on this business.

Sales ______________

Less (subtract) ______________

Net sales ______________

Less (subtract) ______________

Gross Profit ______________

Less expenses ______________

Itemize ______________

Total expenses (subtract) ______________

Profit before taxes ______________

Less taxes ______________

Profit after taxes ______________

Misc. expenses	1,750
Tax credit (4 students, $300 max.)	
Utilities	1,900
Repairs	2,500
Sales payroll	31,000
Sales	275,500
Sales tax	7.5%
Refunds	5,300
Rent	10,000
Purchased services	1,200
Purchases	135,000
Insurance	2,000
Equipment ($10,000 @ 5 years)	
Business tax	2,900
Advertising (3% of sales)	
Administration	12,000
Association dues (1% of sales)	

Unit X Leadership Training

Time Allotment: 3 weeks

Overview:

Leadership is necessary for success in the world of work. Without leadership, many workers and students will not achieve to their potential. Effective leaders also serve as role models which help inspire the maximum out of their subordinates. This unit will help students to recognize leadership, note the styles of it and will involve them in various role play situations to help them learn how to guide others through various tasks.

Unit Outline:

I. Definition of Leadership
  A. Qualities of leaders
    1. Natural
    2. Developed
    3. Role of authority
II. Differences of Power and Authority
  A. Assigned authority
  B. Acquired authority
III. Styles of Leadership
  A. Authoritarian
  B. Democratic
  C. Laissez-faire
IV. Learning Leadership Skills
  A. Communication
    1. Written forms
    2. Oral
    3. Technical
  B. Decision Making Process
    1. Identification of the problem
    2. Statement of the facts
    3. Listing the possible solutions
    4. Identification of the best solution and why
V. Uses of Leadership
  A. Public speaking
  B. Employee supervision
  C. Vocational youth clubs
    1. VICA
    2. Local clubs
VI. Conducting Business Meetings
  A. Related vocabulary
  B. Roberts Rules of Order
  C. Planning the meetings
  D. Establishing the agenda
  E. Conducting the meeting

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. Define leadership, authority and power and know the differences among each.
2. Identify at least five qualities of a successful leader.
3. Explain the differences between the three common styles of leadership.
4. Identify five techniques used to develop leadership skills.
5. Identify seven common leadership positions held by members of a VICA chapter.
6. Give three examples of how membership in a vocational youth club promote leadership.
7. Explain at least five principals of conducting a meeting under Roberts Rules of Order.
8. Participate in a business meeting that is conducted under Roberts Rules of Order.

Student Learning Activities:

1.	Learn the related vocabulary list	Vocabulary list in appendix
2.	Read Chapter 15 on Leadership	Text Succeeding in the World of Work
3.	Discuss the definitions and differences among the terms leadership, authority and power	Dictionary
4.	Have each student identify a quality of their boss has giving him/her influence over their workers	Class discussion
5.	Complete the case examples on supervision	Activity 7-5 Workbook Succeeding in the World of Work
6.	Read the handout, "Three Styles of Management"	Curriculum appendix
7.	Watch a video tape of a national presidential candidate giving a speech	School film library
8.	Invite an officer of the school student council assembly to discuss leadership	Student Activity Advisor
9.	Have each class member identify one quality of a successful leader and write them on the board	Student discussion
10.	Each student should give a short prepared speech on leadership	VICA Speech Evaluation Sheet

11.	Read the Booklet VICA Student Handbook	VICA Handbook
12.	Invite the local VICA Officers to discuss their respective roles and responsibilities	VICA Advisor
13.	Attempt to conduct a meeting without planning an agenda or establishing rules	Class activity
14.	Identify several problems and have each student write a notice for a meeting with an agenda	A sample agenda from the Board of Education
15.	Discuss the rules under Roberts Rules of Order	Text, Chapter 15
16.	Role play a business meeting	Script in Appendix
17.	Conduct a business meeting to deal with a problem	Student activity
18.	Conduct a regular business meeting with seven students assuming officer roles and the rest members	Class activity

Related Vocabulary

chairperson

extemporaneous

minutes

authoritarian style

democratic style

laissez-faire style

motion

parliamentary procedure

point of order

quorum

question of privilege

objection to consider

debate

division of question

standing committee

tabling of motion

Competencies Mastered by the Completion of this Unit:

1. Recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations.

2. Understand personal economics and its relationship to skills required for employment, promotion and financial independence.

3. Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team and giving and taking directions).

4. Act through a desire to succeed rather than through a fear of failure, and recognize that failure is a part of everyone's experience.

5. Actively participate in reaching group decisions.

6. Demonstrate independence of thought necessary for leadership and creativity.

7. Develop productive and satisfying relationships with others based upon mutual respect.

8. Develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others.

Role Play of a Business Meeting

This simulation will give the class practice in conducting a business meeting under Robert's Rules of Order. To conduct this role play, ________________________

1 Chairman
1 Secretary
1 Treasurer
1 Parliamentarian
Member #1
Narrator
Member #2
Member #3
Member #4
Member #5

ASSIGNMENT SHEET #1

Role Play Situation

(At this point all members and officers should be seated and quietly talking to one another).

Chairman: (Raps gavel twice. Others stop talking.) This specially called meeting of ______________________ will come to order.

Narrator: (NOTE: At this point in the meeting the opening ceremony is presented before the next order of business. However, the opening ceremony will be skipped in this example.)

Chairman: The secretary will read the minutes of the last meeting.

Secretary: (Reads minutes)

Chairman: Are there any corrections to the minutes? (hearing none) The minutes will stand approved as read. May we now have the treasurer's report.

Treasurer: (Reads report)

Chairman: This report will be filed for audit. Is there any old business? Hearing none, we will now move to new business. Is there any new business to come before us at this time?

Member #1: Madame Chairman.

Chairman: (Calls member by name)

Member #1: I move that we collect $1.00 from each member of the club in order to make up a Christmas basket for a needy family.

Member #2: I second the motion.

Chairman: It is moved and seconded that we collect $1.00 from each member of the club in order to make up a Christmas basket for a needy family. Is there any discussion?

Narrator: (NOTE: You have just witnessed the correct procedure for making a main motion and having it seconded. The item is now ready for discussion since it has been stated by the chairman.)

Member #2: Madame Chairman.

Chairman: (Calls member by name)

Member #2: Who is going to distribute the basket, what items are we going to include in it, are we going to collect the money for it, and what day are we going to give it?

Member #3: Madame Chairman.

Chairman: (Calls member by name)

Member #3: Who will choose the family to receive the basket and where are we going to purchase the items to be included?

Member #3: (Rising hurriedly and without recognition) I don't think we should give s Christmas basket . . (interrupted by chair)

Chairman: (Calls member by name) You did not address the chair and secure recognition. Suppose you begin again.

Member #3: (Same as above) Madame Chairman.

Chairman: (Calls member by name)

Member #3: I do not believe we should have this project because most of the other clubs give baskets and there will be too many.

Narrator: (NOTE: You have now seen a person being ruled out of order and politely corrected by the chairman. Now you will see this same motion referred to a committee.)

Chairman: (After a short pause) Is there any further discussion?

Member : Madame Chairman.

Chairman: (Calls member by name)

Member #4: There are many questions to be answered about this motion; therefore I move that we refer this question to a committee of three, the members to be selected by the chair, and a report given at our next meeting.

Member #1: I second the motion.

Chairman: It is moved and seconded that we refer this pending motion to a committee of three, the members to be selcted by the chair, and a report be given at our next meeting. Is there any discussion on the motion to refer? (pause) The vote is on the motion to refer the pending motion to a committee of three, have the members selected by the chair, and have a report given at our next meeting. Those in favor say "aye" . . . those opposed say "nay" . . . The ayes have it and the motion to refer is carried. The committee will be composed of (name), (name), and (name), with (name) as chairman of the committee. Is there any other business?

Narrator: (NOTE: Having shown the proper way of referring a motion to committee, the group will now handle a motion with amendments.)

Member #5: Madame Chairman.

Chairman: (Calls member by name)

Member #5: I feel that we need a fund raising campaign in order to buy the gavel and officers pins. We also need a new copy of Robert's Rules of Order. With this in mind I move we have a candy sale.

Member #2: I second the motion.

Chairman: It has been moved and seconded that we have a candy sale.

Member #3: Madame Chairman.

Chairman: (Calls member by name)

Member #3: I move that we have a car wash.

Parl: Madame Chairman, I rise to a point of order.

Chairman: State your point of order.

Parl: The motion just proposed is out of order because there is already a main motion before the group.

Chairman: Your point is well taken. The motion last proposed is out of order because at no time can there be more than one motion of a given rank on the floor and both of the above motions carry the same rank. Is there any further discussion on the motion before the group?

Member #3: Madame Chairman.

Chairman: (Calls member by name)

Member #3: I move that we amend the motion by adding the words "bake sale and" before the word "candy". (No second is received on this motion.)

Chairman: Is there a second? (pause, none heard) The motion dies for lack of a second.

(NOTE: Any motion brought before the group must be seconded before it can be discussed or acted on. It is up to the chairman how long she/he will wait for a second. Usually, this is only for a short time.)

Chairman: Is there any further discussion on the motion to have a candy sale?

Member #4: Madame Chairman.

Chairman: (Calls member by name)

Member #1: Candy sales are normally reserved for the band members and I don't think we can get it approved by the principal.

Member : Madame Chairman.

Chairman: (Calls member by name)

Member : I move that (name) be allowed to withdraw his motion.

Chairman: It has been moved that (name) be allowed to withdraw his motion. All in favor say "aye" . . . all those opposed say "nay". The ayes have it and (name) has permission to withdraw his motion. Is there any other business?

(NOTE: A main motion may be withdrawn by the mover at any time before final action is reached provided there is no objection. If there is an objection another member of the group must make a motion to grant leave to withdraw. The motion to withdraw does not require a second and is neither debatable nor amendable. The motion to withdraw requires a majority vote.)

Chairman: Is there any other business?

Member : Madame Chairman.

Chairman: (Calls member by name)

Member : I move we adjourn.

CONNECTICUT ASSOCIATION

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

LEADERSHIP TRAINING

"Ten Commandments of Good Communication"

1. Clarify your ideas before communicating.
2. Examine true purpose of each communication.
3. Consider the total physical and human environment whenever you communicate.
4. Consult with others, when appropriate, in planning your communications.
5. Be mindful, while you communicate, of the overtones as well as the basic content of your message.
6. Take the opportunity, when it arises, to convey something of help or value to the receiver.
7. Follow-up your communication.
8. Communicate for tomorrow as well as today.
9. Be sure your actions support your communications.
10. Seek not only to be understood but also to understand -- be a good listener

CONNECTICUT ASSOCIATION

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

LEADERSHIP TRAINING

"THE TEN COMMANDMENTS FOR GOOD LISTENING"

1. STOP TALKING

   You cannot listen if you are talking.

2. PUT THE TALKER AT EASE

   Help people feel that they are free to talk.

3. SHOW THE TALKER THAT YOU WANT TO LISTEN

   Look and act interested. Listen to understand.

4. REMOVE DISTRACTIONS

   Don't doodle, tap or shuffle papers. Close the door.

5. EMPATHIZE WITH THE TALKER

   Try to put yourself in their place so that you can see this point of view.

6. BE PATIENT

   Allow plenty of time. Do not interrupt.

7. HOLD YOUR TEMPER

   An angry person gets the wrong meaning from words.

8. GO EASY ON ARGUMENT AND CRITICISM

   Don't argue: even if you win, you lose.

9. ASK QUESTIONS

   This encourages the talker and shows you are listening. It helps to develop points further.

10. STOP TALKING

    This is first and last, because all other commandments depend on it. You can't listen while you are talking.

CONNECTICUT ASSOCIATION
Vocational Industrial Clubs of America

Leadership Training

TOPICS FOR A PROGRAM OF WORK (GOALS)

Listed below are topics for discussion regarding Program of Work Goals for Vocational Student Organization State Officers:

1. State-wide Benevolent Project
   (assisting charitable causes like MDA, March of Dimes, Kidney Association, Heart Association, etc.)

2. State-wide Fund Raising Project

3. Industrial Relations
   a. Goodwill Tour
   b. Career Day
   c. State Advisory Committee
   d. Formation of Technical Committees

4. Public Relations
   a. Newsletter
   b. Sending news articles to National Publication
   c. Putting up Billboards
   d. State-wide Reporters Workshop
   e. Skill Olympics News Conference
   f. Television Show to promote VICA

5. Membership Increase
   a. State Officer visitations to Local Clubs
   b. Mass mail campaign
   c. Workshop on Membership at leadership training conference on the state, regional and local levels.
   d. Industry - Associate Membership

6. Leadership Training
   a. Local Leadership Training Conferences
   b. State-wide Leadership Training Conference
   c. Regional (in-state) Leadership Training Conferences
   d. Develop a Leadership Materials Bank
   e. Local Officer Training Conferences

7. Competitive Events and State Conference
   a. Develop House of Delegate Session Material
   b. Plan Recreational Activity
   c. Plan Opening Day Hospiality Activity
   d. Plan all General Sessions and Write Scripts

CONNECTICUT ASSOCIATION

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

LEADERSHIP TRAINING

"IDEAS ON A POSITIVE ATTITUDE"

THE GREATEST SIN - Fear

THE BEST DAY - Today

THE BIGGEST FOOL - The student who will not go to school

THE BEST TOWN - Where you succeed

THE MOST AGREEABLE COMPANION - One who would not have you any different from what you are.

THE GREAT BORE - The one who will not come to the point.

A STILL GREATER BORE - ONE who keeps talking after he has made his point.

THE GREATEST DECEIVER - One who deceives himself.

THE GREATEST SECRET OF PRODUCTION - Minimizing waste

THE BEST WORK - What you like

THE GREAT PLAY - Work

THE GREATEST COMFORT - The knowledge that you have done your work well.

THE GREATES MISTAKE - giving up

THE MOST EXPENSIVE INDULGENCE - HATE

THE CHEAPEST, STUBIDEST, AND EASIEST THING TO DO - finding fault.

THE GREATEST TROUBLE MAKER - One who talks too much.

THE GREATEST STUMBLING BLOCK - Egotism

THE MOST RIDCULOUS ASSET - PRIDE

THE POOREST PERSON - The person who has lost his enthusiasm.

THE CLEVEREST MAN - One who always does what he thinks is right.

THE MOST DANGEROUS PERSON - The liar

THE MOST DISAGREEABLE PERSON - The complainer

THE MEANEST FEELING OF WHICH ANY HUMAN BEING IS CAPABLE - Feeling bad at another's success.

THE GREATEST NEED - common sense

THE GREATEST PUZZLE - Life

THE GREATEST MYSTERY - Death

THE GREATEST THOUGHT - God

THE GREATEST THING, BAR NONE, IN ALL THIS WORLD - Love for others.

CONNECTICUT ASSOCIATION

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

LEADERSHIP TRAINING

"Successful Leadership Communications"

A. TO HANDLE OTHERS, KNOW HOW TO HANDLE YOURSELF

1. Keep calm - don't react emotionally, or with anger or fear.
2. Think before you talk, act, or give an order.
3. Know your objectives clearly, and keep them in mind.
4. Be courteous, tactful and kind to others.
5. Think of people as human beings, not as machines.
6. Be fair, impartial and intellectually honest.
7. Learn to like the people who work for you.

B. HOW TO MAKE PEOPLE LIKE YOU

1. Be friendly - make smiling a habit, but don't freeze your smile.
2. Find something to like about every individual.
3. Be interested in people as fellow human beings.
4. Don't show prejudice - and that means, don't BE prejudiced.
5. Be generous with others faults - you are not perfect.
6. Call people by their right names.
7. Don't be patronizing, or assume an air of superiority.
8. Let others talk about themselves.
9. Give credit, and be sincere in doing it.
10. Don't talk about what you want, but of what your worker wants.

C. HOW TO INFLUENCE PEOPLE TO THINK YOUR WAY

1. Avoid arguing with the person.
    a. An argument is not the way to make people change their minds.
    b. Argument merely excites opposition.
    c. Nobody ever wins an argument.

2. Don't tell the person that they are wrong.
    a. Emphasize the right thing, not the wrong thing.
    b. Show that you respect the persons' opinions.
    c. Give the person a chance to keep his self-respect.

3. Begin where you both agree.
    a. Find the common meeting point where both agree.
    b. Go on from there - find out what you both want.
    c. When both agree on what you want, let him suggest how to get it, or how to do it.

    d. Get the other fellow in the habit of agreeing with you.
    e. Make concessions on points which don't matter.
    f. Give the person credit for their contributions to the answer.

4. Discover the right answers together.
    a. Suggest the right answers - instead of commanding them.
    b. Make the person feel they knew the answers, and had discovered them themselves.
    c. Make the person feel it is their idea.
    d. Give the person credit and praise for their contribution.
    e. You don't need credit - all you want is results.

5. Be sympathetic.
    a. Give the other fellow a chance to talk.
    b. Be a patient and sympathetic listener.
    c. Show an interest in the persons view and opinions.
    d. Show an interest in the persons personal problems.
    e. Don't cut the person off short - terminate talks tactfully.

6. Appeal to the persons dominant motives.
    a. People must have motives for everything they do.
    b. Discover what makes the individual tick - the persons motives.
    c. Work through the dominent motives of the individual.
        1. Appeal to pride, ambition, manhood.
        2. Appeal to the persons desire for safety and security.
        3. Appeal to the persons sense of duty, loyalty, affection.
        4. Appeal to the persons love of comfort, pleasure, ease.

D. HOW TO CORRECTION PEOPLE'S FAULTS WITHOUT OFFENDING THEM

1. Praise before you criticize.
2. Make allownaces. You can be wrong, too.
3. If you'r wrong admit it with good grace.
4. Don't require that the other fellow admit he/she has been wrong.
5. Ask leading questions instead of criticizing.
6. Suggest an improvement - let the other person correct themselves.
7. Give a person a chance to save their pride.
8. Praise every improvement by encourageing every progress.
9. Make every fault seem easy to correct.
10. Emphasize the positive, to eliminate the negative.
11. Make it easy to take - sugar coat the pill.
12. Be patient - habits are changed only by practice.
13. Follow through - but don't nag.

E. BE TACTFUL

1. Spot situtations that are embarrassing, and relieve them.
   a. Ease the situation, without calling attention to it.
   b. Work without the knowledge of person who is embarrassed.
   c. Take no apparent notice of embarrassing situations.
   d. If you are an unwilling party to it, deal with it frankly and with good humor . . . dismiss it as if no moment importance.
   e. Pass it off with a joke.
   f. Turn it on yourself, or somebody else who doesn't mind.

2. Don't make others feel inferior.
   a. What situations cause a person to feel inferior?
      1. Matters of money, what a person cannot afford.
      2. Matters of pride, clothes, appearance.
      3. Matters of personality, features, disfigurements.
      4. Being corrected, making "dumb" mistakes.
      5. Submission to unnecessarily used authority.
   b. Don't subject others to such situations.
   c. Let the other person save their face.
   d. Say it in a kind way without hurting their pride.

3. Don't tread on people's toes.
   a. What situations are "tender" to some people?
   b. What are "touchy" subjects with some people?
   c. What subjects should you avoid in free discussions?
      1. Don't offend people's sensibilities.
      2. Don't talk about personal loyalities.
         (a) To their relatives.
         (b) To their friends.
         (c) To their face.
         (d) To their political party
         (e) To their union.
         (f) To their religion.

4. Be kind.
   a. It is almost impossible to be untactful if one is kind.
   b. Tact springs from a desire not to hurt others.

5. Learn to express youself.
   a. Being untactful is like being clumsy in speech.
   b. Many people hurt others unconsciously.
   c. Watch the effects of what you say - try to improve.

Unit XI Employee Rights and Responsibilities

Time Allotment: 2 weeks

Overview:

The purpose of this unit is to provide the student with a basic understanding and awareness of the many rights and privileges to which he/she is entitled in today's workplace.

Unit Outline:

I. Written/Unwritten Employment Contracts
  A. Application from falsification
  B. Employment Contracts
  C. Contracts for salespersons
II. Testing Issues in the Workplace
  A. Invasion of privacy issues, pro/con
  B. Medical examinations
  C. Psychological measurement
  D. Performance measurement
III. Smoking in the Workplace
  A. Employee relations
  B. Current legislation
  C. Company policies
  D. Unresolved conflicts pro/con
IV. Appropriate Dress Codes and Standards
  A. Company policies
  B. OSHA standards
  C. Worker rights
  D. Issue of parity
  E. Uniforms
  F. Office attire and fashion
V. Overtime Compensation
  A. State legislation and labor law
  B. Company policies
  C. Union contracts
VI. Vacation Benefits and Sick Pay
  A. Company policies
  B. Union contracts
VII. Other Benefits
  A. Social Security
  B. Unemployment Compensation
  C. Fringe benefits
  D. Current trends in benefits
  E. Union contracts
VIII. Hiring, Firing and Resignation Practices
  A. Connecticut Labor Law
  B. "At will"
  C. Discrimination
  D. Civil Rights legislation
  E. Severance pay policies
  F. Resignation
  G. Dealing with an employer when fired

Performance Objectives:

Upon completion of this unit, the student will be able to:

1. identify at least three common employment forms considered as legal documents.
2. state three restrictions of a salesman's written employment contract.
3. identify three pro's and con's of employer use of polygraphs.
4. develop a smoking policy for his/her workplace.
5. develop a dress code for his/her workplace.
6. identify at least five provisions of the Connecticut Labor Laws which deal with overtime pay.
7. state the policy concerning vacation time and overtime pay for his/her workplace.
8. develop two specific strategies to utilize upon the incidence of being fired from one's job.

Student Learning Activities:

1.	Speaker: Dept. of Labor Question and answer session	State of CT Dept. of Labor
2.	Read current reproduced articles with teacher prepared study sheets. Review and correct worksheets.	Newspapers, magazines, etc. Prepare worksheets Dept. of Labor publications
3.	Read Labor Law publications	
4.	Demonstration: Polygraph - Hands on activity with time for discussion	Contact Local Police Dept.
5.	Speaker: Local company personnel person. Question and answer session	Advisory Board
6.	Film: Hazards of Smoking Follow up discussion	Media Center
7.	Read current articles on issues of smoking in workplace and public areas	Select articles from newspaper, magazines, other publications, etc.
8.	Panel discussion: Pro's and Con's on the issue of smoking in the workplace	Set up panel of students who are smokers and nonsmokers
9.	Speaker: Fashion consultant to present updated view of dress in the workplace	Retailing person from local department store
10.	Discussion: Issue of dress codes	Panel of students

Competencies Mastered by the Completion of this Unit:

1. Understand the roles played by various racial, ethnic, and religious groups in developing the nations pluralistic society.

2. Develop alternative solutions to problems, weigh relative risks and benefits and make logical decisions and verify results.

3. Demonstrate dependability and self control.

4. Demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

5. Demonstrate attitudes and habits that will make the individual a productive participant in economic life and a contributor to the society.

6. Understand personal economics and its relationship to skills required for employment, promotion and financial independence.

NAME________________________________

"Fired? Well, not exactly. But he may as well have said that. He said if I don't 'shape up,' he'll have to let me go."

"But why, Frank?"

"I don't know. You know, work-experience programs are good, but they also have their disadvantages. Mrs. Shay and my supervisor at work keep in too close touch sometimes."

"They're supposed to, Frank. In this way Mrs. Shay can relate classroom instruction to your on-the-job experiences."

"I know. But I wish she wouldn't keep my supervisor so well informed of what we've supposedly learned in class."

"Oh, that's it, huh?"

"Well, this is about the fourth time that my supervisor has given me something to do and assumed that I knew how because 'we studied it in class.' This time, though, it was pretty serious. He told me to figure the markup on some new merchandise and then put the price tags on. I did, and I thought I was doing it right, but I actually underpriced the whole works.'"

"How could you have, Frank?"

"We did learn how to figure markups at school, and Mrs. Shay asked if we all understood it. Honestly, Barry, I think that was the day I was racing to finish my English assignment in her class, and I wasn't paying attention to what she was talking about."

"It seems like you're always getting in the doghouse with Mrs. Shay, Frank, and actually, she's a pretty good sport. I remember the day she got upset because you came to class completely unprepared and tried to tell her that she had failed to announce an exam!"

"She'll really be angry if I lose this job after she worked so hard to place me in it. Where did I goof, Barry? Just exactly what is my problem?"

a. Identify the true problem.

b. What are the important facts to be considered in this problem?

c. List several possible solutions from every point of view.

d. Evaluate the possible results of each one of the solutions.

e. Which solution do you recommend? Why?

GENERAL RULES

The following practices are prohibited:

1. Failure to comply with safety and health rules and regulations, including refusal to wear prescribed clothing or use protective equipment, to obey posted signs, to submit to Company Medical examinations, to sign a waiver of liability under the Connecticut Workers' Compensation Act after due notice, or failure to report an accident or injury.

2. Drunkenness, being under the influence of alcohol, or possession of alcoholic beverages on company property, or the illegal use, possession, or sale of narcotics or other controlled drugs on company property.

3. Fighting, wrestling, fooling, running, or engaging in horseplay or any other act which may interfere with the efficient and safe operation of the Company's business.

4. Sleeping, loafing, idleness during working hours, failure to start or stop work at the proper time, leaving work without permission of supervision.

5. Gambling, taking orders, selling tickets, or any type of unauthorized solicitation on company property. This prohibition includes soliciting employees for union membership, including the distribution and collection of dues assignment cards or money for union dues, initiation fees, or assessments during working hours.

6. Posting, displaying, or distributing unauthorized pictures, posters, or literature on company property including political material or material which would encourage discrimination because of race, color, sex, age, religion, national origin, or handicap.

7. Marking, defacing, or otherwise willfully damaging or destroying company facilities or equipment.

8. Visiting other departments or being away from place of work, except in respect to assigned work or with permission of supervision, or interfering in any way with the work of others.

9. Loitering on the premises before or after working hours, entering any work area or department at other than working hours without proper authorization, or clocking in more than 15 minutes before the start of work unless assigned to do so by supervision.

10. Stealing, or having in possession without proper authority any tools, materials, blueprints, or reproductions, or other property of the company or of other employees, or attempting to remove packages or parcels from the premises without presenting a pass to the guard which has been duly signed by the supervisor.

11. Performing personal work or having personal work done on the premises, or utilizing company property for personal use in or outside of the plant without proper authorization, or any unauthorized operation of company equipment.

12. Any unauthorized possession of firearms, explosives, television equipment, radios, recording devices, or photographic equipment on the premises.

13. Insubordination, refusal to do assigned work, or failure to carry out any reasonable order of a management representative.

14. Ringing another person's timecard or data collection badge, unauthorized removal of a timecard from its assigned place, falsifying any timecard, job ticket, or data collection entry, or giving false information to anyone whose duty it is to make such records.

15. Repeated or excessive absence or lateness, or absence without notice or reason satisfactory to the company.

16. Any conduct contrary to common decency or morality or liable to incite, provide, or discriminate against anyone because of race, color, sex, age, religion, national origin, or handicap.

17. Failing to comply with parking or traffic regulations on company premises.

18. Engaging in or applying for other employment without the consent of the company while on leave of absence or failure to report for work on the first workday following expiration of the leave of absence.

19. Inability or refusal to maintain satisfactory job performance including but not limited to output or quality or work. Concealing deviate or scrap work.

20. Any unauthorized use of company telephones.

Unit XII Post Secondary Training

Time Allotment: 2 weeks

Overview:

As a result of modern technology, graduation from high school has become the minimum requirement for most occupations. The U.S. Labor Department predicts that by the year 2000 almost all jobs will require some education beyond high school. This unit will help the student understand the value of post secondary training and look at the education and training available to individuals in the preparation needed to reach their career goals.

Unit Outline:

I. Starting Your Plans for After High School
  A. Your need to develop a marketable skill
  B. Knowing your career goal
  C. What education and training is required
  D. Where can this education and training be obtained
  E. How much time and money will be required to reach this goal
II. On-the-job Training
  A. Developing a marketable skill
    1. In-school opportunities
    2. At the workplace
  B. Training in the technological industry
    1. Exploring the workplace for opportunities
    2. How you fit in with a given company - your interests, abilities, motivation, attitude, ability to learn, leadership qualities and the ability to carry out responsibility.
  C. Service technicians
    1. Shop training
    2. Opportunities in the field
  D. Training for business - Clerical and secretarial workers
    1. Opportunities for basic on-the-job learning
    2. Opportunities for career advancement
  E. Sales careers
    1. An overview
      a. Retail sales (department stores and supermarkets)
      b. Industrial sales (technicals)
      c. Insurance
      d. Real estate
      e. Automotive
    2. Training opportunities
  F. Training in transportation
    1. Fields
      a. Airline
      b. Bus
      c. Railroad
      d. Truck
      e. Water
    2. Some occupations
      a. Driver
      b. Equipment maintenance
      c. Mechanic service

- G. Protective service
    - 1. Safety and law enforcement
        - a. Police
        - b. Fire
    - 2. Private security service
        - a. Property
        - b. People
    - 3. Specialized areas
        - a. Detention
        - b. Emergency responding
- H. Accommodating service
    - 1. Hospitality
    - 2. Barber and beauty
    - 3. Passenger
    - 4. Customer
    - 5. Attendant
- I. Learning a trade (mechanical and construction)
    - 1. Plumbing
    - 2. Bricklaying
    - 3. Electrician
    - 4. Sheetmetal worker
    - 5. Carpenter
    - 6. Painter
    - 7. Operating engineer

III. Apprenticeship
- A. How it functions
- B. Programs in Connecticut
    - 1. Programs now open apprenticeship
- C. Components in a typical program
    - 1. Time
    - 2. Wage structure
    - 3. Work schedule
    - 4. Related instruction
- D. Qualifications for an apprentice
- E. How to apply •
- F. Apprenticeable trades

IV. Government training
- A. Diversity of occupations
    - 1. Federal
    - 2. State
    - 3. Local
- B. How to get a government job
    - 1. Competitive examination
    - 2. By experience and interview
- C. Classifications
- D. Advancement by training and experience

V. The military
- A. An overview of the five branches of the military service
    - 1. Army
    - 2. Navy
    - 3. Air Force
    - 4. Marine Corps
    - 5. Coast Guard
- B. Enlistment
    - 1. Qualifications
    - 2. Obligation
    - 3. Programs and contracts

- C. Military enlistment career areas
    - 1. Human services
    - 2. Media and public affairs
    - 3. Health care
    - 4. Electronic and electrical repair
    - 5. Construction
    - 6. Machine operator and precision work
    - 7. Transportation and material handling
    - 8. Engineering, science and technical
    - 9. Administrative
    - 10. Service
    - 11. Vehicle and machinery mechanic
    - 12. Combat specialty

VI. Colleges
- A. Technical colleges
    - 1. An overview
    - 2. The five Connecticut State Technical Colleges
        - a. Hartford
        - b. New Haven
        - c. Norwalk
        - d. Thames Valley
        - e. Waterbury
    - 3. Programs offered
        - a. Architectural fields
        - b. Engineering fields
        - c. Data processing
        - d. Graphic communication
        - e. Electronics field
    - 4. Admission, cost and financial aid
    - 5. Job placement
- B. Community colleges
    - 1. An overview
    - 2. The Connecticut Community Colleges
    - 3. Vocational careers and programs
    - 4. Technical careers and programs
    - 5. Tuition, fees and financial aid
    - 6. Transfer credit
- C. Four year colleges and universities
    - 1. An overview
    - 2. Profession careers
    - 3. Technical careers
    - 4. Comparing colleges
        - a. Size
        - b. Location
        - c. Entrance and graduation requirements
        - d. College expenses
- D. Scholarships and grants

VII. Private Occupational Schools (Trade and Technical)
- A. National schools
    - 1. Careers you can learn in two years or less
    - 2. Approved private occupational schools in Connecticut
- B. How to choose a school
- C. Admission, costs and financial aid
- D. Job placement

VIII. Adult Education
  A. An overview
  B. Regional vocational-technical schools
    1. Trade certificate programs
      a. Business
      b. Industrial
      c. Health
  C. Part-time programs at local public schools

Performance Objectives:

Upon completion of this unit, each student will be able to:

1. complete a plan of action for the attainment of education and training required to reach a specific career goal.
2. learn of the various opportunities available through on-the-job training from business and industry.
3. state three specific opportunities for on-the-job training that can be obtained in the local area.
4. tell how the military can be a source of career training.
5. list three types of programs offered at community colleges.
6. name three private occupational schools in the local area and the types of training programs offered.
7. make a list of the adult education programs offered at two of the regional vocational technical schools.
8. choose a career field that interests him/her. Using catalogs from four-year colleges, community colleges, vocational schools and the military, find out what kinds of training is available in this area.
9. write a report explaining what school or program offers the best training for him/her.

Student Learning Activities:

1. Read Chapter 4, "Planning for Success." Pages 60-66	Succeeding in the World of Work, 1986
2. Read Chapter 6, "Preparing for the Job You Want" Pages 94-102	Working Today and Tomorrow, 1987
3. Review your personal career profile and tentative career goal	First year curriculum, Unit 3 Film strip, "Planning Your Education," Bennett-McKnight
4. Determine the type of training needed to obtain your career goal	Guide for Occupational Exploration, AGS, National Form Foundation, Worker Trait Group Guide, Bennett & McKnight, Dictionary of Occupational Titles U.S. Department of Labor
5. Guest speaker, "How an individual can develop a marketable skill through on-the-job training"	Local community/career guidance counselor
6. Learn about the opportunities available through the apprenticeship program	Speaker from a State Labor Union or the State Labor Dept. Resource material, CWE/DO Teacher handbook, pgs 605-655

7. Gather information on apprenticeship programs	Activity 4-4, Succeeding in the World of Work
8. Have students identify the training that can be obtained through the government	Government resource material/ career center
9. Learn of the various career opportunities available through enlistment into one of the five branches of the military service	Invite a military recruiter/ field trip U.S. Sub Base, Groton; Films "A Place to be Me," "Today's Army is Education," Modern Talking Pictures
10. Become familiar with what the State Technical Colleges can offer in programs and job placement	Speaker/visitation
11. Learn of the opportunity offered for vocational or technical career training and education at the Connecticut Community College	Speaker from local community college

Competencies Mastered by the Completion of this Unit:

1. Pursue life-long learning.
2. Set learning or study goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.
3. Determine what is needed to accomplish a task and establish habits conducive to learning independently and with others.
4. Follow a schedule that accounts for both short and long term project accomplishment.
5. Locate and use a variety of sources of information including print and non-print materials, computers, interviews and direct observations.
6. Read and listen to specific information and take effective and efficient notes.
7. Consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes.